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# DEBATING

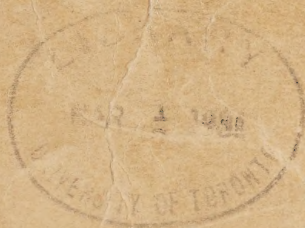
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# DEBATES



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DEBATES



CHAS. T. B.

### **PREFATORY NOTE**

This note will explain the origin of the Pamphlet.

The librarians of the various branches of the Public Library of Toronto are asked for many books on many subjects of debate or composition by students of the Collegiate Institutes; and in seeking a way to shorten their labour, they decided to ask the teachers of Composition to submit lists of topics. These were classified; helpful books on these topics were listed under the various sub-divisions, and the libraries in which these might be found were also indicated.

The Library and also the supervising principal of High Schools of Toronto brought this prepared material to the notice of the Department of Education, which appointed a committee to "revise and edit" it.

The Pamphlet is the result of this revision at the hands of Miss Sealey, Harbord Street Collegiate Institute; O. J. Stevenson, Ontario Agricultural College; H. W. Brown, Bloor Street Collegiate Institute; G. M. Jones, Ontario College of Education, and Miss Margaret Ray of the Public Library.

The Department of Education acknowledges with thanks the help of the Public Library and its officers, which was so freely given.




## CONTENTS

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Prefatory Note .....	3
Preparing and Delivering a Speech .....	7
Consider the Tastes and Interests of the Audience .....	7
Preparation of a Debate .....	8
Preparation for Delivery .....	9
Delivery .....	9
Judging and Criticizing .....	10
Suggested Scheme for Marking a Debate .....	11
The British Empire .....	12
Debates .....	12
Books .....	13
Canada and America .....	15
Debates .....	15
Oral Composition .....	15
Books .....	15
Canadian Problems .....	16
Debates .....	16
Oral Composition .....	16
Books .....	16
Education .....	20
Debates .....	20
Books .....	21
Fine Arts .....	23
Debates .....	23
Books—Arts and Crafts .....	24
Literature .....	26
Books .....	26
Music .....	28
Debates .....	28
Oral Composition .....	28
Forms of Government .....	30
Debates .....	30
Oral Composition .....	30



Books .....	31
Government Ownership, Control, and Compensation .....	34
Debates .....	34
Oral Composition .....	34
Books .....	35
Historical Questions .....	37
Debates .....	37
Oral Composition .....	38
Books .....	39
Immigration .....	42
Debates .....	42
Books .....	42
Oral Composition .....	43
Books .....	44
Industrial Problems .....	45
Debates .....	45
Oral Composition .....	46
Books .....	47
League of Nations .....	50
Debates .....	50
Oral Composition .....	50
Books .....	51
Tariff and Taxation .....	53
Debates .....	53
Oral Composition .....	53
Books .....	53
War and Peace .....	55
Debates .....	55
Books .....	55
Country Life .....	56
Debates .....	56
The Press .....	58
Debates .....	58
Books .....	58
Lower School Subjects .....	59
Oral Composition .....	63



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## DEBATING AND DEBATES

In recent years there has been a great increase in the number of literary societies and debating clubs in rural districts. The following paragraphs have been taken from a Bulletin issued by the Ontario Agricultural College, Guelph, which was printed to assist the members of such clubs and societies.

For complete information on rules of debate consult Bourinot's *Citizen's Manual Guide*, \$1.00, Carswell Co., Toronto, also *The Young Men's Parliamentary Guide*, 75 cents, The Macmillan Company of Canada, Ltd., Toronto, and write to the Department of Agriculture for Circulars 331 and 290 and *Special Bulletin, Better English*. From these Circulars, as well as those mentioned above, a number of the succeeding paragraphs have been taken.

### PREPARING AND DELIVERING A SPEECH

In preparing a speech of any kind, for a debate or merely for an ordinary address, there are two main points to be considered, namely, how to get material, and how to arrange it.

It is certainly important to get as much information together as you can, even if you do not use it all, for a speech that is not fully illustrated has that thin, unsatisfactory quality which is almost as irritating as a "long-winded" discourse; but it should be remembered, also, that the mere volume of facts counts for little without the arrangement, or, as you might say, the plan of campaign.

There are certain principles to be followed in preparing speeches, and these we shall state in order of precedence.

#### 1. *Make a General Outline First of All:*

Even if you know very little about the subject in question, you can sketch a general plan, settling in your mind the different parts, and placing them in order. Suppose you are speaking on Community Halls, your general plan will be something like this:

- (1) Need for a Community Hall.
- (2) Different uses of a Community Hall.
- (3) Cost and maintenance.
- (4) Have they been tried successfully?
- (5) Conclusions. Will the benefits justify the cost? etc.

This plan furnishes you with a kind of "grading machine" which will sort out your facts and details as you drop them into it.

#### 2. *Get Your Material from as Many Sources as You Can:*

The material of your speech is gathered from various sources: from your own experience, from conversation with others, from reading, etc. In the case taken above we have a definite source of information on Community Halls, Bulletin 273, Ontario Department of Agriculture.

### CONSIDER THE TASTES AND INTERESTS OF THE AUDIENCE

An address should be planned with the particular audience in mind. If you are speaking to a literary society on some character in literature or his-

tory, it is the human element which will interest them most; therefore your address should contain personal anecdotes about the individual in question, and should be as much a study of character as a statement of facts and dates.

This is one of the hardest kinds of addresses to give. An audience of young people will be more interested in stories and incidents, which stir their emotions or their sense of humour, than in general reflections which might appeal to more mature minds.

Again, to take a very different topic, one might be speaking to a mixed audience on dairying; in this case the general importance of dairying and its advantages over other branches of farming would probably be the general line to take.

On the other hand, if one were speaking about the same subject to a group of dairy farmers, one could take it for granted that they would be chiefly interested in technical details of feeding and care, or in markets or prices. These are simple examples, but they illustrate a point well worth remembering: that one should prepare any address with "one eye on the audience".

### PREPARATION OF A DEBATE

The wording of a debate is extremely important. Very often success or failure may turn on the exact interpretation of certain words or phrases. A word used carelessly may even make the resolution incapable of proof.

For example, the following question was debated on one occasion:

**Resolved:** That the St. Lawrence Deep Waterways scheme is essential to the development of Canada.

The speakers on the affirmative made the best speeches; but the judges held that the word "essential" made it impossible for them to prove their case. Canada would develop to some extent even if the scheme were not adopted. If the resolution had stated that it would assist the development of the country, the affirmative would have won.

If possible the opposing teams should meet before a debate and decide upon a wording which will give both sides a fair chance.

In preparing a debate the following points should be observed:

1. The speakers on both sides should work together, divide the subject, and stick to the points assigned.

2. The leader of the affirmative should interpret the resolution, stating what he takes it to mean, should define any doubtful words, and should then *state the issues*, that is, give the broad arguments which he and his supporter are going to use. Then he should take up one or two of these in order, leaving the rest of the arguments to his supporter. In this way repetition of the same arguments by both speakers is avoided.

3. The speakers on the negative side should anticipate the arguments of the affirmative side as far as possible. They should look for the weak points in the case, and prepare figures and quotations to support their attacks. Inexperienced debaters on the negative often disregard what has been said by their opponents, and spend all their time on arguments of their own.

The chief business of the negative is to *break down the case as outlined by the affirmative*. Counter arguments may be used with effect sometimes, but, as a rule, the best policy of the negative side is to pick holes in the arguments of their opponents.



4. A few good arguments, well reasoned, and supported by facts, figures, and reliable quotations, are worth more than a long string of unsupported statements. Argument and evidence are distinct, though this fact is not always realized. It is well to remember that *opinions carry little weight unless supported by facts*, and also that facts, *in themselves* do not make an argument.

The following illustration will show how the two are used together:

**Resolution:** That Orientals should be excluded from Canada.

Negative speaker:

**Argument:** Next, we object that the word "excluded" is contrary to the spirit of our modern civilization. We do not desire to see the country filled with Oriental races; we agree with the affirmative that they are not suitable for Canadian citizenship; we would, in fact, restrict their immigration by all means, but if we were to "exclude" them, we should be insulting free nations and breaking the rules of international courtesy.

**Evidence:** A recent example is the last Immigration Act of the United States and its political effect. A full account of this is given in *Current History*, July, 1924.

On April 18th of that year this Act was finally passed by the Senate, against the judgment of President Coolidge and in spite of the protests of the Japanese ambassador. By this Act (Section 13 c) "all aliens ineligible for citizenship" were excluded. The "Gentlemen's Agreement", which had existed for years and which had been scrupulously observed by the Japanese government, was wiped out.

Japan sent a strong protest to Washington, there were riots and demonstrations in Tokio, and the American ambassador resigned. In Europe sympathy was in favour of the Japanese—or rather of the principle for which they stood.

At Mussolini's Immigration Conference at Rome, where fifty-eight nations were represented, it was resolved that immigration and emigration should be placed on a basis that would maintain international friendship rather than ill-feeling and hostility.

### PREPARATION FOR DELIVERY

The preceding remarks apply to the gathering of material and its arrangement. As to the preparation for delivery it may be well to write out the speech in full, without spending too much time upon it. The manuscript should be read over once or twice and then put away: *No attempt should be made to memorize the exact words.* The speech itself should be delivered from the headings.

The beginning and the ending should be prepared carefully; that is to say, the speaker should have an opening and a concluding sentence in his mind, and should be particularly careful to end in a clear, decisive manner.

Above all, do not conclude with "Thank you". Many speakers show at the end of their effort a totally unnecessary gratitude to the audience.

### DELIVERY

It is not necessary to say much about delivery. Some books on public speaking give minute instructions as to what to do when on the platform, how to stand, how to hold the head, when to clench the fist, and so on. Such information may be useful to professional orators; it is worse than useless to the ordinary person.

There are, however, a few tendencies which are common to nine out of every ten persons when they begin to speak. These are:

1. "*The Wandering Eye*"—

The speaker looks at the floor, the ceiling, the door, the electric light, anywhere in fact but at his audience.

2. "*The Far-Away Look*"—

This comes when the speaker is trying to remember what he wanted to say. Thorough preparation is the best remedy.

3. "*Indistinct Utterance*"—

Very few beginners realize that clearness is a matter of distinct sounds, not loud sounds. When the ending syllables of words are not clearly pronounced and the sounds run into each other, we get the "mouth-full-of-plums" effect. The remedy is to pronounce all the syllables distinctly, and particularly the final consonants.

4. "*The Fade-Away Voice*"—

By this is meant the habit of lowering the voice at the end of each sentence. The most important part is often at the end, hence the last words should be delivered with energy and decision.

This dropping of the voice is a common failing, and it has a very natural origin; a man who is not accustomed to speaking thinks his audience can finish a thought for themselves just as can a person in private conversation. They cannot do this; in fact as a general rule, one might say that the larger the audience the more slowly an idea is transferred to them. It must be, as it were, "driven into the head".

5. "*Delivery on the Instalment Plan*"—

A great many speakers deliver their sentence in small "batches" or instalments of words. These groups are not the natural ones which the sense requires. The speaker seems to think he is bound to pause after a certain number of words, no matter where he may be in his sentence.

Here is an example: "And I believe.....that the time.....is not far away when.....the farmers of Ontario will.....sell their products in.....", etc., etc.

We often hear experienced speakers doing this; in fact it is one of the most common bad habits of the platform. Once contracted it is hard to break; the only way is to practise in private until you can express your whole idea fluently, with pauses only *at the natural points*.

6. "*The Platform Manner*"—

This is rather difficult to describe, but it means the habit of looking and behaving in a very self-conscious manner. The only way to overcome nervousness is to become absorbed in your subject and your audience, and to forget yourself. Experience and practice usually overcome self-consciousness, but not always. Nervousness in itself is not necessarily a bad sign in a beginner; it is at least no worse than over-confidence.

### JUDGING AND CRITICIZING

The affirmative speakers sit together at one table, the negative speakers at another. Each speaker is allowed a certain time, ten or fifteen minutes, as previously arranged. The Chairman gives a warning, and then stops the speaker at the proper time.



The leader of the affirmative is allowed three to five minutes to reply and to close the debate. During this time he must not introduce new material.

The judges give their decision by merely writing "affirmative" or "negative" on slips of paper and handing these slips to the Chairman, who announces the decision.

Or the judges may wish to discuss their decision. In that case they will retire for a few minutes, and the Chairman will announce their decision on their return.

#### SUGGESTED SCHEME FOR MARKING A DEBATE

- Material*—60—Preparation—20, for example, thorough illustrations, careful work, etc.  
Soundness of arguments—25, for example, reasonable, practical arguments.  
Arrangement—15, for example, clear arrangement, bringing out the main points.
- Delivery*—40—Position and movements—15, easy, natural, dignified.  
Voice and enunciation—25, clear, unstrained, easy to follow.

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#### NOTE TO TEACHERS

Teachers in Ontario may obtain books from the Legislative Library. Return postage must be paid by the borrowers.

**THE BRITISH EMPIRE****DEBATES***Resolved:*

1. That the Anglo-Saxons have done more for the progress of civilization than did the Greeks.
2. That Queen Victoria did more for the good of the English people than did Queen Elizabeth.
3. That the Irish have contributed more to the welfare of the British Empire than have the Scots.
4. That Waterloo was more important in its results than was Marathon.
5. That during the past four centuries, the kings of England have done more than the reigning Queens of England for the advancement of the nation and the Empire.
6. That Gladstone was a greater statesman than Disraeli.
7. That the Norman Conquest resulted in greater harm than good to Britain.
8. That the British Empire has owed its greatness to the qualities of private individuals more largely than to the policy of its statesmen.
9. That Britain was justified in the Expulsion of the Acadians.
10. That the Supreme Court of Canada should be made our final court of appeal.
11. That it is of advantage to a nation to have scattered colonies, as in the British Commonwealth of Nations, rather than compact territory, as in Russia.
12. That Lloyd George is a greater statesman than was Gladstone.
13. That the Scots have done more for Canada than have the English.
14. That Canada has greater natural resources than India.
15. That Canada is of more importance to Great Britain than is Australia.
16. That complete self-government should be extended to India.
17. That the native races of Canada have been treated more justly than the native races of South Africa.
18. That the strength of the Empire consists in the variety of its resources and peoples.
19. That the wars of the Empire have been forced upon the Empire.
20. That the colonizing capacity of the inhabitants of the Empire has been the chief reason for the spread of the Empire.
21. That trade within the Empire should be encouraged by all members of the Empire.



22. That the form of Government of any dominion of the Empire except India is more democratic than that of the United States.
23. That Egypt should be given complete self-government.
- ✓ 24. That Great Britain has contributed more to the advantage of the dominions than the various dominions have to Great Britain.
25. That the acquisition of so large a portion of Africa constitutes a danger to the Empire.

## BOOKS

THE DEVELOPMENT OF THE BRITISH EMPIRE, Howard Robinson. Houghton Mifflin Co., Boston, 1922.

An interesting and well-written volume. It gives an account of the growth and development of the British Empire up to the close of the Great War.

AN INTRODUCTION TO THE INDUSTRIAL AND SOCIAL HISTORY OF ENGLAND, E. P. Cheyney. The Macmillan Co., Toronto.

An exceptionally clear and well-written book. It deals chiefly with social conditions and changes in the nineteenth century.

THE ORIGINS OF EMPIRE, Ian Colvin. Philip Allan & Co., Ltd., London.

Interesting, and written in a clear, simple style.

THE THIRD BRITISH EMPIRE, Alfred Zimmern. The Oxford Univ. Press.

A series of lectures on present-day questions relating to the Empire.

THE ECONOMIC DEVELOPMENT OF ENGLAND AND THE COLONIES, C. M. Waters. Noel Douglas.

A survey of economic conditions from 1874 to 1914.

A SELF-SUPPORTING EMPIRE, Edward Saunders. Nisbet & Co., London.

A study of finance, industry, etc. Several chapters deal with South Africa.

GREAT BRITAIN AND THE DOMINIONS. The University of Chicago Press.

Lectures by various authorities on economic and political questions relating to the Empire.

THE NEW EMPIRE PARTNERSHIP, Percy and Archibald Hurd. John Murray.

A speculative treatment of questions affecting the British Commonwealth of Nations.

THE BRITISH EMPIRE—A SURVEY. Various authors. Collins, London, England.

An encyclopedia in twelve volumes.

CANADA AS A POLITICAL ENTITY, A. O. Potter. Longmans, Green & Co.

An advanced text-book in Civics.

GREAT BRITAIN, John Buchan. (Nations of To-day series). Houghton, Mifflin Co., Boston.

THE BRITISH COMMONWEALTH AND ITS UNSOLVED PROBLEMS, C. M. MacInnes. Longmans, Green & Co.

INDIA AND THE ENGLISH, Barbara Wingfield-Stratford. Jonathan Cape.

THE NATIVE PROBLEM IN AFRICA, R. L. Buell. The Macmillan Company.

A SHORT HISTORY OF BRITISH COLONIAL POLICY, H. E. Egerton. Methuen, London.

THE ANNALS OF THE AMERICAN ACADEMY OF POLITICAL SCIENCE.

(Social and Economic Conditions in the Dominion of Canada)

OUR INHERITANCE, Stanley Baldwin.

INTERNATIONAL RELATIONS, James Bryce.

IMPRESSIONS OF SOUTH AFRICA.

INDIA, (Nations of To-day series) John Buchan.

- CANADIAN CLUB ADDRESSES, 1926-27. (Canadian Legation at Washington)  
 India, Canada, and the Empire.  
 Our Imperial Future.  
 International, Empire, and Dominion Co-operation.
- INDIA, Sir Valentine Chirol.
- MODERN EGYPT, Earl Cromer.
- CANADA, ENGLAND, AND THE GREAT WAR, L. G. DesJardines.
- THE MAKING OF AUSTRALIA, T. Dunbabin.
- THE UNITED STATES AS A NEIGHBOUR, Sir Robert Falconer.
- ENGLISH IN THE WEST INDIES, J. A. Froude.
- THE DOMINIONS AND DEPENDENCIES OF THE EMPIRE. (The British Empire—a Survey. Vol. 1), Hugh Gunn.
- HANDBOOK OF CANADA. British Association for the Advancement of Science.
- THE PEOPLES AND PROBLEMS OF INDIA, T. W. Holderness.
- ENGLAND, Dean Inge.
- THE CONSTITUTION, ADMINISTRATION, AND LAWS OF THE EMPIRE. The British Empire—a Survey, Vol 3), A. Berriedale Keith.
- THE NATIVE RACES OF THE EMPIRE. (The British Empire—a Survey, Vol. 9), Sir Godfrey Lagden.
- THE RESOURCES OF THE EMPIRE AND ITS DEVELOPMENT. (The British Empire—a Survey, Vol. 4), Evans Lewin.
- THE LITERATURE AND ART OF THE EMPIRE. (The British Empire—a Survey, Vol. 2), A. A. Longden.
- THE STORY OF THE EMPIRE. (The British Empire—a Survey), Charles Lucas.
- HAPPY INDIA, Arnold Lupton.
- THE TRADE, COMMERCE, AND SHIPPING OF THE EMPIRE. (The British Empire—a Survey), Sir Charles McLeod.
- THE SOUTH AFRICANS, Sarah G. Millin.
- THE ENGLISH-SPEAKING NATIONS. England in Egypt, South Africa, India. (Effects of Industrial Revolution), G. W. Morris.
- SOUTH AFRICA FROM WITHIN, Manfred Nathan.
- INDUSTRIAL HISTORY OF MODERN ENGLAND, G. H. Perris.
- THE BRITISH EMPIRE, A. F. Pollard.
- THOUGHTS ON SOUTH AFRICA, Olive Schreiner.
- A SHORT HISTORY OF AUSTRALIA, Ernest Scott.
- BRITAIN AND EGYPT, M. T. Symons.
- SOUTH AFRICA, G. M. Theale.
- A NATIONAL HISTORY OF AUSTRALIA, Robert P. Thomson.
- HISTORY OF ENGLAND, G. M. Trevelyan.
- THE GROWTH OF CANADIAN NATIONAL FEELING, W. Stewart Wallace.
- A SHORT SURVEY OF THE ECONOMIC DEVELOPMENT OF ENGLAND AND THE COLONIES, Charlotte M. Waters.
- INDIAN PROBLEMS, Henry Whitehead.
- CECIL RHODES, Basil Williams.
- EGYPT, George Young.



**CANADA AND AMERICA****DEBATES**

(The numbers following these subjects for Debates refer to books listed later in connection with these subjects.)

*Resolved:*

- (1) That Canada offers a better future to the immigrant than the United States. (1)
2. That Canada offers greater industrial opportunities than the United States. (1)
3. That Canada possesses greater natural resources than the United States. (1)
4. That the treatment of the American Indians by the white man has been justifiable. (4)
5. That it would be in Canada's best interests to be annexed to the United States rather than to remain a British colony. (2, 3)
6. That the British West Indies should form a Canadian province.
7. That it would be in the best interests of Newfoundland to enter the Dominion.

**ORAL COMPOSITION**

The Spanish in America.

The French in America.

International boundary disputes between Canada and the United States.

Settlement of the Thirteen Colonies.

United Empire Loyalist Settlement.

Fishery disputes and settlements.

The Munroe Doctrine.

The military or the commercial importance of the Panama Canal.

The hundred years of peace between Canada and the United States.

The Canadian embassy in Washington.

Problems of the West Indies.

Problems of Newfoundland.

Influence of the United States on Canadian literature (or music, industries, or morals).

The story of Alaska.

Reciprocity with the United States in Agriculture.

Our debt to the Red Man.

**BOOKS**

ANNALS OF THE AMERICAN ACADEMY OF POLITICAL SCIENCE. 319 pp.  
(Social and Economic Conditions in the Dominion of Canada).  
Philadelphia—American Academy of Political and Social Science—1923.

INTERNATIONAL RELATIONS, James Bryce. 275 pp. The Macmillan Co., 1921.

THE UNITED STATES AS A NEIGHBOUR, Sir Robert Falconer. 269 pp. Cambridge Univ. Press, 1926.

OUR DEBT TO THE RED MAN, Louise S. Houghton. 210 pp. Stratford Co., Boston, 1918.

**CANADIAN PROBLEMS****DEBATES**

(The numbers following these subjects for Debates refer to books listed later in connection with these subjects.)

*Resolved:*

1. That Canada should devote her energies to the development of her natural products only.
2. That the conservation of the timber of Canada is the greatest problem connected with the natural resources of the Dominion. (1, 12, 13, 15)
3. That white coal and its development will bring greater prosperity to Canada than any other single resource, such as agriculture or mining.
4. That the fur-farming industry is preferable to that carried on by fur-trading companies. (1, 13, 15)
5. That rural depopulation threatens the prosperity and happiness of Ontario. (1, 12, 13, 35)
6. That a rapid increase in population is Canada's greatest need. (12, 13, 33)
7. That the Hudson Bay Railway is a necessary outlet for Western grain. (1, 12, 13, 30)
8. That trade should follow the flag, so far as that is possible.
9. That the Panama Canal will always aid Canada more than the Hudson Bay Railway (or the St. Lawrence Waterways). 20, 32.
10. That the 20th century belongs to Canada. (1, 12, 13, 34)
11. That the prosperity of Canada rests rather on the development of mines than on agriculture.
12. That Canada should remain a part of the British Empire. (2, 4, 6, 7, 8, 9, 10, 16)
13. That the grouping of Indians in reservations retards their educational advancement and business prosperity. (15, 17, 25)
14. That the Maritime provinces have benefited by Confederation. (31)
15. That Ontario offers more vocational opportunities for young people than any other province in Canada. (1, 12, 13)
16. That the St. Lawrence Waterways should be deepened for ocean-going vessels. (10, 20, 32)
17. That the British West Indies should form a province of the Dominion. (10)
18. That it would be to the best interests of Newfoundland to become a province of Canada. (5)

**ORAL COMPOSITION**

1. Recent immigration into Canada: numbers, nationalities, occupational classes, chief places of settlement. (1, 11, 12, 13, 14, 15, 30, 34)
2. The chief characteristics of the larger groups of immigrants and the conditions from which they came. (1, 14)



3. How our immigrants are received. (14)
4. The chief problems of immigration. (14, 30)
5. The population of Canada: size, composition, growth. (1, 11, 12, 13, 14, 15, 30, 34)
6. The aboriginal races of Canada. (13, 15, 17, 25)
7. The Canadian National Railways, history, resources, importance. (1, 12, 13, 15, 23)
8. The Canadian Pacific Railway, history, resources, importance. (1; 12, 13, 15, 24)
9. The chief canals of Canada. (1, 12, 13)
10. The proposed St. Lawrence Waterways. (1, 12, 13, 20, 32)
11. The modern highways of Canada. (1, 12, 13, 15)
12. The agricultural resources of Canada. (1, 11, 12, 13, 15)
13. The fisheries of Canada. (1, 11, 12, 13, 15)
14. The forests of Canada. (1, 12, 13, 15)
15. The mineral resources and the mineral production of Canada. (1, 11, 12, 13, 15)
16. The water powers of Canada. (1, 3, 12, 13, 15)
17. The industrial development of Canada. (1, 11, 12, 13, 15)
18. The development of a Canadian national spirit. (1, 22, 37)
19. The special problems of the Maritime Province. 1, 30)
20. The special problems of the Province of Quebec. (1, 30, 35)
21. The special problems of Ontario. (1, 30)
22. The special problems of the Prairie Provinces. (1, 28, 30, 38)
23. The problems and difficulties of the western farmer. (1, 28, 30, 38)
24. Farmers' movements in recent years. (38)
25. Agricultural co-operation in the West. (28, 38)
26. The labour movement in Canada. (13, 21)
27. The rural problem in Ontario (or in the West).. (36)

#### BOOKS

1. ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE: SOCIAL AND ECONOMIC CONDITIONS IN THE DOMINION OF CANADA. Vol. CVII, May 1923, 319+v pp., Academy of Political and Social Science, Phil., 1923.  
This volume consists of 42 short articles dealing with population, resources, education, transportation, finance, foreign trade, and social experiments and problems of Canada. Very valuable.
2. OUR INHERITANCE, Stanley Baldwin. 309 pp. Ryerson Press 1928.  
A collection of 43 speeches delivered by the Prime Minister of Great Britain.
3. HYDRO-ELECTRIC DEVELOPMENT IN ONTARIO, illus., E. B. Biggar. 195 pp. Ryerson Press, 1920.  
A very simple account of the Hydro-Electric development in Ontario.

4. CANADIAN CLUB, TORONTO, Addresses. Vol. II, 1904-5.
5. VOL. XI, 1913-14.
6. VOL. XIV, 1916-17.
7. VOL. XX, 1922-23.
8. VOL. XXIV, 1926-27.
9. VOL. XXV, 1927-28.
10. VOL. XXVI, 1928-29.
11. THE CANADIAN ALMANAC. Published annually by The Copp Clark Company Limited.
12. CANADIAN PROGRESS, 1927. 336 pp. Associated Canadian Industries, Montreal, 1927.  
A survey of Canadian conditions and a record of Canadian progress from 1867 to date.
13. THE CANADA YEAR BOOK. Compiled by the Dominion Bureau of Statistics, and published by the King's Printer, Ottawa.  
An exceedingly valuable annual compilation of statistics and other information about Canada. Should be in every High School library.
14. OUR CANADIAN MOSAIC, Kate A. Foster. 150 pp. The Dominion Council of the Y. W. C. A., Toronto, 1926.  
This book deals with nearly all phases of immigration, such as statistics, agencies at home and abroad, classes of immigrants, needs of the immigrants, contributions of the immigrants to Canadian life.
15. A HANDBOOK OF CANADA. Published for The British Association for the Advancement of Science. 449 pp. University of Toronto Press, 1924.
16. HARRIS FOUNDATION LECTURES, 1927, GREAT BRITAIN AND THE DOMINIONS. University of Chicago Press, 1927.
17. OUR DEBT TO THE RED MAN, Louise S. Houghton. The Stratford Co., Boston.
18. SELECTED ARTICLES ON GOVERNMENT OWNERSHIP OF COAL MINES, Julia E. Johnsen. (Handbook Series), H. W. Wilson Co., 1923.
19. SELECTED ARTICLES ON MUNICIPAL OWNERSHIP, Julia E. Johnsen. (Debaters' Handbook Series), H. W. Wilson Co., 1918.
20. THE ST. LAWRENCE SHIP CANAL, Julia E. Johnsen. 110 pp. (The Reference Shelf Series), Vol. 1, No. 3; Vol. 4, No. 4. H. W. Wilson Co. 78 and 129 pp., 1924 and 1926.  
A collection of brief articles with a bibliography.
21. LABOUR ORGANIZATION IN CANADA. Published annually by The Department of Labour, Ottawa. Price 50c.
22. CANADA AT THE CROSSROADS, Agnes C. Laut. 279 pp. Macmillan, 1921.
23. CANADA AND THE GRAND TRUNK, 1829-1924, H. A. Lavett. 241 pp. No publisher.
24. THE ROMANCE OF THE CANADIAN PACIFIC RAILWAY, R. G. Macbeth. 264 pp. The Ryerson Press, 1924.  
A popular history of the C. P. R.
25. MY FRIEND THE INDIAN, James McLaughlin. 417 pp. Houghton Mifflin, 1910.  
The experiences of an Indian Agent among the Indians of the American North-west.
26. THE CLASH, A STUDY IN NATIONALITIES, W. H. Moore. 333 pp. Dent, 1918.  
A study of the Quebec-Ontario question.
27. RAILWAY NATIONALIZATION AND THE AVERAGE CITIZEN, W. H. Moore. 181 pp. McClelland & Stewart, 1917.
28. DEEP FURROWS, Hopkins Moorhouse. 299 pp. Geo. J. McLeod, 1918.  
A story of the organization and struggles of the organized grain growers.



29. BRIDGING THE CHASM, A STUDY OF THE ONTARIO-QUEBEC QUESTION, P. F. Morley. 182 pp. Dent, 1919.  
Difficulties of outlook, temperament, and language, and the appropriate remedies, are discussed.
30. THE CANADIAN PROVINCES, John Nelson. Cloth, 219 pp. Musson, 1924.  
Has separate chapters on the various sections of the Dominion.
31. REPORT OF THE ROYAL COMMISSION ON MARITIME CLAIMS. 45 pp. King's Printer, Ottawa, 1926.
32. ST. LAWRENCE WATERWAYS PROJECT, 32 pp. The King's Printer, Ottawa, 1928.  
Correspondence between the Governments of Canada and the United States, and the report of the Canadian National Advisory Committee.
33. CANADA'S NEED OF POPULATION. Saturday Review, 141:32-3, Jan. 9, 1926.
34. SIXTY YEARS OF CANADIAN PROGRESS, 1867-1927. 168 pp. Prepared by Dominion Bureau of Statistics. King's Printer, 1927.
35. THE PROVINCE OF QUEBEC, GEOGRAPHICAL AND SOCIAL STUDIES, J. C. Sutherland. 167 pp. Renouf, 1922.  
A description for the general reader of geology, economic geography, education, and culture.
36. URBAN AND RURAL DEVELOPMENT IN CANADA, REPORT OF A CONFERENCE HELD IN WINNIPEG IN 1917.
37. THE GROWTH OF CANADIAN NATIONAL FEELING, W. S. Wallace. 85 pp. Ryerson Press, 1927.
38. A HISTORY OF THE FARMER MOVEMENT IN CANADA, L. A. Wood. 372 pp. Ryerson, 1924.

## EDUCATION

## DEBATES

*Resolved:*

1. That manual training for boys and household science for girls should be obligatory subjects in our schools.
2. That a general education without commercial success makes life happier than financial success without such training.
3. That arithmetic is the most useful study on the school course.
4. That devotion to sport does not interfere with success in study.
5. That tennis is not as valuable a sport for schools as soft-ball.
6. That the soft-ball game is more suitable than baseball for high school pupils.
7. That an appreciation of good literature is of more lasting value to any person than a knowledge of (1) mathematics, (2) history, or (3) science.
8. That the work of the teacher has influenced the world to a greater extent than that of (1) the lawyer, (2) the physician, or (3) the soldier.
9. That skill in handicrafts has benefited the world more than school learning.
10. That a literary society should be fostered in every school.
11. That the Industrial and Technical School is of more importance to a community than the ordinary High School.
12. That accurate spelling, though desirable, should not be considered necessary in matriculation examinations.
13. That Latin should not be demanded as a matriculation subject.
14. That there should be a free choice of eight subjects from a total of twelve subjects, for Middle School examinations.
15. That physics is a more useful study than chemistry.
16. That play is as necessary as work.
17. That grammar is useful in more ways than arithmetic.
18. That inter-school debates should be encouraged.
19. That a gift of five thousand dollars is more valuable than a university education.
20. That oratorical contests are not really in the interests of good speaking.
21. That written examinations are the most satisfactory tests of a student's progress.
22. That such organizations as the Y.M.C.A., the C.G.I.T., and the Tuxis Boys, help rather than hinder the work of the High School student.
23. That an academic education is better than a technical one.
24. That the Adolescent Act is not in the best interests of the community.



25. That arithmetic and grammar should be restored as Matriculation subjects.
26. That the Board of Education should establish in every secondary school a first-class radio outfit and a first-class moving-picture machine.
27. That the consolidated school system should be established throughout rural Ontario.
28. That corporal punishment in High Schools is justifiable.
29. That every boy should be taught the elements of a trade even though he may intend to enter the professions.
30. That Junior High Schools should be included in the Ontario School System.
31. That Latin should be dropped from the curriculum of compulsory University Matriculation.
32. That the literature of the present day should form part of the English course in every form of our secondary schools.
33. That medical inspection should be introduced into the Collegiate Institutes of Toronto.
34. That music and art should be placed among the optional courses of University Matriculation.
35. That the Ontario School System provides an adequate educational preparation for life.
36. That pupils should not be allowed to enter High School until fourteen years of age.
37. That reading has a greater educational value than travel.
38. That "self-government" in schools is to the advantage of both teacher and pupil.
39. That for working boys and girls secondary school courses should be arranged, requiring pupils to be half a day at school and half a day at work.
40. That summer camps have contributed greatly to the mental and spiritual development of the young people who attend them.
41. That the graduate of a private school is better equipped for life than the graduate of the Public High School.
42. That the matriculation examination in English composition should be abolished.
43. That the consolidated school offers greater advantages in rural districts than the rural school.
44. That organized sports are a bad feature in modern school life.

#### BOOKS

CIVICS AND HEALTH, W. H. Allen.

THE CURRICULUM, Franklin Bobbitt.

EDUCATION AND INDUSTRIAL EVOLUTION, Ch. 10, 11, F. T. Carlton.

CREATIVE MUSIC FOR CHILDREN, MUSIC LIBRARY, Statis N. Coleman.

- THE HYGIENE OF SCHOOL LIFE, Ralph H. Crowley.  
 PLAY AND RECREATION, H. S. Curtis.  
 RHYTHM, MUSIC, AND EDUCATION, MUSIC LIBRARY, A. H. Dalcroze.  
 MUSIC EDUCATION IN AMERICA, MUSIC LIBRARY, Archibald T. Davison.  
 LEARNING AND LIVING: TRAVEL AS AN EDUCATION, p. 197, E. Emerton.  
 SOCIAL LIFE IN ROME. (Education of the Upper Class), W. Wade Fowler.  
 THE CASE FOR CO-EDUCATION, Cecil Grant.  
 HISTORY OF EDUCATION, Frank P. Graves.  
 HUMANISM AND TECHNOLOGY, C. Grant Robertson and others.  
 HOW TO SHOW PICTURES TO CHILDREN, E. M. Hurl.  
 OPEN CHANNELS FOR THE ADOLESCENT, Leonhardt.  
 AN ADVENTURE WITH CHILDREN, Mary H. Lewis.  
 THE MEANING OF A LIBERAL EDUCATION, Everett Dean Martin.  
 BY-WAYS IN BOOKLAND, W. A. Mursell.  
 NEW SCHOOLS FOR OLDER STUDENTS, N. Peffer.  
 PUBLIC SCHOOLS AND THEIR MUSIC, MUSIC LIBRARY, G. H. Peppin.  
 THE PURPOSE OF EDUCATION, St. G. L. F. Pitt.  
 EDUCATIONAL AND VOCATIONAL GUIDANCE, W. M. Proctor.  
 BROADCASTING, ITS NEW DAY, Samuel L. Rothafel.  
 DOCTRINES OF THE GREAT EDUCATORS, Robert Robertson Rusk.  
 EDUCATION AND THE GOOD LIFE, Bertrand Russell.  
 COMPARATIVE EDUCATION, Peter Sandiford.  
 EDUCATION MOVES AHEAD, E. R. Smith.  
 SOME ASPECTS OF ART EDUCATION.  
 JUNIOR HIGH SCHOOL IDEA, 1922, J. K. Van Denenburg.  
 READING, Hugh Walpole.  
 EDUCATIONAL HERESIES, Bernard Wright.

### *Magazines:*

- ANNUALS OF AMERICAN ASSOCIATION. 25:290  
 CANADIAN ANNUAL REVIEW. 1921  
 CANADIAN EDUCATIONAL ASSOCIATION PROCEEDINGS. 1918  
 QUEEN'S QUARTERLY. 34: April to June, 1927  
 REVIEW OF REVIEWS. 35:433  
 WORLD'S WORK. 25:148  
 UNIVERSITY OF TORONTO MONTHLY. 24: April, 1926  
 See Government Statutes for Context of Adolescent Act.

### *Debate Books:*

- HANDBOOK OF LITERARY AND DEBATING SOCIETIES, L. Gibson.  
 HANDBOOK OF CANADA. (British Association for the Advancement of Science).  
 PROS. AND CONS., John B. Askew.

## FINE ARTS

## DEBATES

*Resolved:*

1. That the age of Pericles contributed more to the art of the world than any other period in history.
2. That in painting good art is not necessarily a direct representation of nature.
3. That a painting which makes its appeal through the nature of its subject is greater than that which makes its appeal through colour and form.
4. That the period of religious influence in painting made a greater contribution to art than the modern period between the French Revolution and the Great War.
5. That commercial art and poster art may be classified as real art.
6. That the Group of Seven has been a means of revealing our own country to us.
7. That a study of the history of art is a better means of appreciation than the critical study of individual pictures.
8. That portraits are more interesting than landscapes.
9. That the architect can do more to develop general good taste in art than the painter.
10. That the drama is a more powerful agent for arousing feeling than the novel.
11. That English literature owes a greater debt to the literature of Greece than to that of Rome.
12. That the poet is a greater benefactor to mankind than is the legislator.
13. That poetry is a more important element of literature than is the novel.
14. That our greatest art is tragic in theme.
15. That modern art fails in nobility of purpose.
16. That cities should encourage music by contributing to the support of civic orchestras.
17. That jazz has vitiated the public taste.
18. That the radio is responsible for vulgarizing popular taste rather than refining it.
19. That the saxophone is not a musical instrument.
20. That poetry declines as science advances.
21. That public school training in the arts is beneficial.
22. That free-hand drawing and rapid sketching are more valuable than fine handwriting.
23. That architecture is the most valuable and important art.



24. That the art of composition in language is superior in power to that of any other art.
25. That the use of the trained voice in speaking and in singing has influenced the world more than any other art or arts.
26. That perspective has been over-emphasized.
27. That good books are our best friends.

### BOOKS

#### ARTS AND CRAFTS

MODERN PAINTING: ITS TENDENCY AND MEANING, W. H. Wright. John Lane, 1915.

This book involves some very interesting comparisons. It is a championship of Modern art, judged solely by its ability or inability to call forth "a profound aesthetic emotion". A useful book.

THE ARTS IN GREECE, three essays by F. A. Wright. Longmans, Green, 1923.

The three essays deal with The Dance, Music, Painting, and are a most interesting complement to the work in the classes in Ancient History.

THE FINE ARTS IN CANADA, Newton McTavish. 1925.

This work is historical rather than critical, and should be of great value to Canadians who wish to know what progress is being made in their own country. Fine illustrations.

ARTS AND CRAFTS ESSAYS BY MEMBERS OF THE ARTS AND CRAFTS EXHIBITION. Preface by William Morris. Longmans, Green, 1903.

This has excellent articles on textiles, wall-paper, stained glass, wood-carving. It shows how articles may be made beautiful by a genuine artistic finish rather than a trade finish.

A CANADIAN ART MOVEMENT, F. B. Housser. The Macmillan Company, 1926.

The sub-title, "The Story of the Group of Seven", explains the book, though it gives very little idea of the revelation of Northern Ontario in the work of these artists.

HOW TO STUDY PICTURES, Charles H. Caffin. The Century Company.

This is a very useful reference book, offering in simple style biographical summaries and appreciations of the motives and methods of the great painters from Cimabue to Monet.

YOUNG PEOPLE'S STORY OF ART, Ida Prentice Whitcomb. Dodd, Mead Company.

This companion volume to "Young People's Story of Music" is simple, direct, appealing.

ART, Clive Bell.

THE APPROACH TO PAINTING, Thomas Bodkin.

WILLIAM MORRIS, Ch. 11, A. Clutton Brock.

TRAINING IN APPRECIATION, Nancy Catty.

SKETCHES OF GREAT PAINTERS, E. W. Chubb.

AMERICAN ARTISTS. (A critic's point of view, Ch. 1), Royal Cortissoz.

ART AND THE FORMATION OF TASTE, Lucy Crane.

A SHORT HISTORY OF ART, Julia B. De Forest.

GEORGE FREDERICK WATTS, E. R. Dibdin.

HISTORY OF ART, E. Faure. 3 Vols.: Ancient Art, Medieval Art, The Renaissance.

LIFE AND LABOUR IN THE NINETEENTH CENTURY, C. R. Fay.

PORTRAIT PAINTING, ITS NATURE AND FUNCTION, (Hals-Velasquez), H. E. A. Furst.

- INDIVIDUALITY IN ART, (Turner), H. E. A. Furst.
- MICHAELANGELO, W. Garden.
- ANCIENT ARTS AND CRAFTS, J. A. Hammerton.
- WONDERS OF THE PAST, J. A. Hammerton.
- DAYS WITH VELASQUEZ, Lewis Hind.
- THE GREAT PAINTERS IN ART AND LIFE, Lewis Hind.
- CEZANNE, Tristan L. Klingor.
- REMBRANDT, H. Knackfuss.
- PORTRAITS IN OIL AND VINEGAR, (Augustus John), James Laver.
- FRANZ HALS, E. V. Lucas.
- LEONARDO DA VINCI, E. V. Lucas.
- THE LIFE AND WORK OF GEORGE FREDERICK WATTS, Hugh MacMillan.
- REMBRANDT, 1607-1609, J. B. Manson.
- MODERN MOVEMENTS IN PAINTING, Charles Marriott.
- AUGUSTE RODIN: THE MAN, HIS IDEAS, HIS WORK, Camille Mauclair.
- CLAUDE MONET, Camille Mauclair.
- THE RUSSIAN ARTS, Rosa Newmarch.
- ARCHITECTURE IN CANADA, Percy E. Nobbs.
- THE FOUNDATION OF AESTHETICS, C. K. Ogden.
- THE MASTERS OF MODERN ART, Walter Pach.
- THE TWO GREAT ART EPOCHS, Emma Louise Parry.
- EVERYDAY LIFE IN THE NEW STONE BRONZE, AND EARLY IRON AGES  
Marjorie and C. H. B. Quennell.
- EVERYDAY LIFE IN THE OLD STONE AGE, Marjorie and C. H. B. Quennell.
- EVERYDAY THINGS IN ENGLAND, Marjorie and C. H. B. Quennell.
- EVOLUTION IN MODERN ART, Frank Rosenberg.
- SOME CONTEMPORARY ARTISTS, (Augustus John), Frank Rosenberg.
- ENGLISH INDUSTRIES OF THE MIDDLE AGES, L. F. Salzman.
- ARTISTS OF THE ITALIAN RENASCENCE, E. L. Seeley.
- REMBRANDT, E. A. Sharp.
- A HISTORY OF SCULPTURE, (Phidias), E. H. Short.
- ECONOMIC LAWS OF ART PRODUCTION, Llewellyn Smith.
- VELASQUEZ, R. A. M. Stevenson.
- THE GLORY THAT WAS GREECE, J. C. Stobart.
- THE LIFE OF J. M. W. TURNER, Walter Thornbury.
- THE THREE GREAT PORTRAIT PAINTERS OF THE 17TH CENTURY: REM-  
BRANDT, HALS, VELASQUEZ.
- GREAT SCHOOLS OF PAINTING, Winifred Turner.
- THESE SPLENDID PAINTERS, (Da Vinci, Michaelangelo), G. Vasari.
- THE ART OF PAINTING IN THE 19TH CENTURY, Edmund Von Mach.
- THE GROWTH OF CANADIAN NATIONAL FEELING, W. Stewart Wallace.
- GEORGE FREDERICK WATTS: THE ANNALS OF AN ARTIST'S LIFE, M. S.  
Watts.
- MEDIAEVAL CRAFTSMANSHIP AND THE MODERN AMATEUR, Ch. 1, Newton  
Wethered.
- THE MODERN MOVEMENT IN ART, (Cezanne), R. H. Wilenski.
- MODERN ART, Willard H. Wright.
- J. M. W. TURNER, W. L. Wyllie.

## LITERATURE

## BOOKS

- THE VICTORIAN AGE IN LITERATURE, G. K. Chesterton. Williams and Norgate, London.  
This very readable book, written with the author's usual wit and vigour, makes a study of the period from the "rural republicanism" of Cobbett to the patriotic democracy of the late Victorian era.
- THE ADVANCE OF THE ENGLISH NOVEL, W. L. Phelps. Dodd, Mead.  
This book is a record of personal impressions and opinions, by a scholar whose life has been rich in experience, and is, therefore, a stimulus to further reading.
- SOME MODERN NOVELISTS, Helen Thomas Follett and Wilson Follett. Henry Holt, Co., New York.  
The novelists of yesterday, the novelists of to-day, and the "younger generation" of novelists pass most attractively in review before us. An excellent book of reference, and at the same time stimulating.
- NEW VOICES, Marguerite Wilkinson. The Macmillan Company.  
The Technique and the Spirit of Modern Poetry are discussed with such alluring examples as to make a complete conquest of the reader.
- STUDIES OF CONTEMPORARY POETS, Mary C. Sturgeon. Harrap, London.  
An excellent reference book for the High School student of the poetry of the twentieth century.
- THE CELTIC DAWN, L. R. Morris. The Macmillan Company.  
This brings the story of Irish Literature down to the time of the rebellion of 1916, poetry, drama, the novel, folk-lore, movements for social and economic reform. A valuable book.
- IRELAND'S LITERARY RENAISSANCE, Ernest A. Boyd. John Lane, London.  
This author is a keen and understanding critic, and his presentation of this most interesting of modern literary movements is illuminating.
- A STUDY OF THE MODERN DRAMA, Barrett H. Clark.  
A handbook for the study and appreciation of the best plays, European, English, and American, of the last half-century. A valuable book of reference.
- BRITISH DRAMA, Allardyce Nicoll. Harrap, London.  
A history of the British theatre from its primitive origins to the present day. Classification excellent, material complete and suggestive.
- THE COMMON PEOPLE OF ANCIENT ROME: studies in life and literature, Frank Frost Abbott.
- LIFE OF WILLIAM SHAKESPEARE, John Quincy Adams.
- SHAKESPEARE, R. M. Alden.
- THE OLD DRAMA AND THE NEW, William Archer.
- MILTON, John Bailey.
- VICTORIAN NOVELISTS, L. S. Benjamin.
- THE LIFE OF THOMAS HARDY, Ernest Bennecke.
- A LIFE OF WALT WHITMAN, H. B. Binns.
- LONGFELLOW, (Famous American Authors), Sarah K. Bolton.
- HANDBOOK OF UNIVERSAL LITERATURE, A. C. L. Botta.
- APPRECIATIONS AND DEPRECIATIONS, Ernest Boyd.
- STUDIES FROM TEN LITERATURES. (French Canadian fiction). Ernest Boyd.
- OUR FELLOW-SHAKESPEARE, Horace Bridges.
- AMERICAN PROSE MASTERS, W. C. Brownell.
- THE HISTORICAL NOVEL, H. Butterfield.
- G. B. SHAW, G. K. Chesterton.



- THE VICTORIAN AGE IN LITERATURE, G. K. Chesterton.
- THOMAS HARDY, Harold Child.
- A STUDY OF MODERN DRAMA, Barrett H. Clark.
- STUDIES IN POVERTY AND CRITICISM. (Milton, Longfellow, Whitman), J. C. Collins.
- VICTORIAN POETRY, John Drinkwater.
- THE LITERARY SPOTLIGHT, John Farrar.
- THE DRAMA IN TRANSITION, Isaac Goldberg.
- A VICTORIAN AMERICAN. Henry Wadsworth Longfellow, H. S. Gorman.
- THE ENGLISH NOVEL OF TO-DAY, Gerald Gould.
- EUROPEAN DRAMATISTS, Archibald Henderson.
- J. M. SYNGE, P. P. Howe.
- MILTON AND HIS POETRY, W. H. Hudson.
- MODERN DRAMA IN EUROPE, Storm Jameson.
- THE WOMEN NOVELISTS. (Victorian), R. Brimley Johnson.
- SOME CONTEMPORARY NOVELISTS. (Women), R. Brimley Johnson.
- SOME CONTEMPORARY NOVELISTS. (Men), R. Brimley Johnson.
- LIFE OF SHAKESPEARE, Sir Sidney Lee.
- AMERICAN LITERATURE, W. J. Long.
- OUTLINES OF ENGLISH LITERATURE, W. J. Long.
- TENDENCIES IN MODERN AMERICAN POETRY, Amy Lowell.
- AMONG MY BOOKS. (Homer), J. R. Lowell.
- OLD AND NEW MASTERS, Robert Lynd.
- THE STORY OF THE WORLD'S LITERATURE. (Homer, Hardy, Ibsen, Milton, Shakespeare, Whitman, Longfellow), John Macy.
- ENGLISH CANADIAN LITERATURE. (From "Canada and Its Provinces"), T. G. Marquis.
- A HISTORY OF ANCIENT GREEK LITERATURE, Gilbert Murray.
- A NEW STUDY OF ENGLISH POETRY. (Milton), Henry Newbolt.
- WALT WHITMAN, Bliss Perry.
- STUDIES IN LITERATURE, Sir Arthur Quiller-Couch.
- INTRODUCTION TO THE POETS. (Longfellow, Milton), W. F. Rawnsley.
- THE MAGNIFICENT IDLER, Cameron Rogers.
- BERNARD SHAW, Harold Skimpole.
- THE FUTURE OF THE NOVEL, Meredith Starr.
- APPRAISALS OF CANADIAN LITERATURE, Lionel Stevenson.
- CONTEMPORARY DRAMATISTS, Graham Sutton.
- POETRY AND THE RENAISSANCE OF WONDER, Theodore Watts-Dunton.
- OUTLINES OF MODERN ENGLISH LITERATURE, 1890-1914, Harold Williams.
- THE COMMON READER. (Modern fiction), Virginia Woolf.

**MUSIC****DEBATES***Resolved:*

1. All school boards should provide for the teaching of music.
2. Music over the radio and on the phonograph injures rather than aids the development of musical taste.

**ORAL COMPOSITION**

1. General history of music.
2. History of opera.
3. Musical instruments.
4. The orchestra.
5. National characteristics in music.
6. Modern music.
7. Musical education. (For music in schools, see Education.)

**BOOKS**

1. AN ILLUSTRATED HISTORY OF MUSIC, T. Tapper. John Murray, London.  
A fascinating history of music, musical instruments, and schools of music from the time of the ancient Chinese, Hindus, and Egyptians to the time of publication, 1914.
2. THE ORCHESTRA AND ORCHESTRAL MUSIC, W. J. Henderson. Scribner's Sons, New York.  
Not a technical book, but an aid to listening for the amateur of music. How the orchestra is constituted, how the orchestra is directed, how the orchestra is used, how the orchestra grew, how orchestral music grew.
3. YOUNG PEOPLE'S STORY OF MUSIC, Ida Prentice Whitcomb. Dodd, Mead, 1908.  
A very attractive telling of the musical story, addressed to the young: simple, direct, charming, full of delightful ideas. "The songs of a people are just the story of its life set to music."
4. RHYTHM, MUSIC, AND EDUCATION, Emile Jacques Dalcroze. Chatto and Windus. 1921.  
A discussion of music as a real and essential part of our educational life and an influence on life and character.  
The practice of eurythmics improves the bodily health and teaches self-expression in one of its most beautiful forms.
5. MUSIC AND THE HIGHER EDUCATION, Edward Dickinson. Charles Scribner's Sons, 1915.  
A good book for those who think of music as an indispensable means toward the achievement of the end and object of education—the building of character.

FRENCH MUSIC OF TO-DAY, G. Jean Aubry.

THE STORY OF MUSIC, Paul Bekker.

MODERN MASTERS OF THE KEYBOARD, H. Brower.

THE NATIONAL MUSIC OF THE WORLD, H. F. Chorley.

CREATIVE MUSIC FOR CHILDREN, S. N. Coleman.

THE GROWTH OF MUSIC, H. C. Colles.

MUSICAL EDUCATION IN AMERICA, A. Davison.

- THE STUDY OF THE HISTORY OF MUSIC, E. Dickinson.
- A HISTORY OF OPERA, A. Elson.
- ORCHESTRAL INSTRUMENTS AND THEIR USE, A. Elson.
- WHAT WE HEAR IN MUSIC, A. S. Faulkner.
- A SHORT HISTORY OF OPERA, E. Ford.
- A SHORT HISTORY OF MUSIC IN ENGLAND, E. Ford.
- MUSIC AND NATIONALISM, Cecil Forsyth.
- ASPECTS OF MODERN OPERA, L. Gilman.
- CONTEMPORARY MUSIC, C. Gray.
- SOME ASPECTS OF CHINESE MUSIC, G. P. Green.
- OUR FAVOURITE MUSICIANS. (Modern), S. Grew.
- A DICTIONARY OF MUSIC AND MUSICIANS, Sir George Grove.
- MUSIC, W. H. Hadow.
- A HISTORY OF MUSIC, H. G. B. Hunt.
- THE LIVING TOUCH IN MUSIC AND EDUCATION, H. E. Hunt.
- THE PIANOFORTE AND ITS MUSIC, H. E. Krehbiel.
- HOW TO LISTEN TO MUSIC.
- A PRACTICAL GUIDE TO THE MODERN ORCHESTRA, J. Lyon.
- HISTORY OF RUSSIAN MUSIC, M. Montagu-Nathan.
- MODERN MUSIC, ITS AIMS AND TENDENCIES, R. H. Myers.
- THE PROFESSION OF MUSIC, A. W. Patterson.
- HOW TO LISTEN TO AN ORCHESTRA.
- CARILLON MUSIC AND THE SINGING TOWERS OF THE OLD WORLD AND THE NEW, W. G. Rice.
- EVERYBODY'S GUIDE TO BROADCAST MUSIC, Percy Scholes.
- HINDU MUSIC, S. M. Tagore.
- THE MUSIC OF SPAIN, Carl Van Vechten.
- THE PROBLEMS OF MODERN MUSIC, A. Weissmann.
- THE STORY OF THE ORGAN, C. F. A. Williams.
- MUSIC AND THE GRAMOPHONE, H. L. Wilson.



## FORMS OF GOVERNMENT

## DEBATES

*Resolved:*

1. That the British Empire should be recognized as a federal republic.
2. That the British Government is more democratic than that of the United States.
- X 3. That citizens who fail to exercise their franchise should be disfranchised.
4. That large cities like Toronto should be governed by an elected commission rather than by a council.
5. That a limited monarchy is a better form of government than a republican form.
6. That the members of the Senate should be elected by the direct vote of the people.
7. That property qualifications for votes should be abolished.
8. That proportional representation should be introduced into Canada.
9. That a return to the two-party system of government in Canada would tend to increase stability and progress.
10. That the two-party system of government is better than the group system.
11. That scattered colonies, as in the case of the British Empire, are of more advantage to a nation than a consolidated empire such as Russia.
12. That the Senate should be abolished.
13. That the initiative and referendum should be introduced into Canada.
14. That (1) Commission, (2) City Manager System, is not satisfactory.
15. That party politics should be divorced from municipal politics.

## ORAL COMPOSITION

1. Socialism—an impractical Utopia.
2. Why I believe in benevolent despotism.
3. Citizenship—what it means.
4. British justice.
5. England, the Mother of Parliaments.
6. What is wrong with modern politics?
7. Is civil liberty declining in England?
8. Education, the ideal policeman.
9. Every boy and every girl  
That's born into the world alive,  
Is either a little Liberal,  
Or else a little Conservative.
10. The gift of the Greeks to the art of government.

11. Women in politics.
12. Liberty, equality, fraternity.
13. How our local government might be improved.
14. To vote or not to vote—what does it matter?
15. If I were Prime Minister!
16. Can the “world be made safe for democracy”?
17. Why I would rather live in Canada than in Russia.
18. Living with one’s neighbour.
19. A school-boy’s experience in the reign of King John.
20. The day after Magna Charta—from the point of view of a school-boy of that period.
21. Responsible government in Canada—what it means and how it was secured.
22. Representative government.
23. A school-boy of 1867 discusses Confederation with his chum.

### BOOKS

- CURRENT PROBLEMS IN MUNICIPAL GOVERNMENT, Lamar T. Beman. (Hand-book series), H. W. Wilson Co., New York, 1923.  
 Gives an excellent discussion of the various forms of municipal government in the United States, and contains reprints of numerous articles on the subject, with briefs for debates.
- PROPORTIONAL REPRESENTATION, Lamar T. Beman. 149 pp. (The Reference Shelf, Vol. III, No. 5), H. W. Wilson Co., New York, 1925.  
 Contains a number of good arguments and valuable information on the various kinds of proportional representation and their uses.
- A DEFENCE OF LIBERTY, Hon. Oliver Brett. 251 pp. T. Fisher Unwin, London, 1920.  
 An unusually stimulating discussion on the value of liberty in political life.
- CANADA, AN ACTUAL DEMOCRACY, James Bryce. 54 pp. The Macmillan Co., Toronto, 1921.  
 Reprinted from his “Modern Democracies”. Specially recommended for higher grades.
- THIS CANADA OF OURS, Charles Cochrane and Stewart Wallace. 180 pp. J. M. Dent, Toronto, 1929.  
 An excellent book on civics.
- THE CITY-STATE OF THE GREEKS AND ROMANS: A SURVEY INTRODUCTORY TO THE STUDY OF ANCIENT HISTORY, W. Wade Fowler. 332 pp. The Macmillan Co., London.  
 A very readable book on the subject. Recommended for the higher grades.
- THE RESPONSIBLE STATE, Franklin Giddings. 108 pp. Houghton, Mifflin, Co., Boston, 1918.  
 A small book, containing a reprint of three lectures on political doctrines in the light of the world and the menace of anarchism. Idealistic and stimulating for higher grades.
- LOCAL GOVERNMENT IN MANY LANDS, G. Montagu Harris. 329 pp. P. S. King, London, 1926.  
 A comparative study of local government in Europe, America, and the British Dominions. Simple and authoritative.

THE DAWN OF A NEW PATRIOTISM, John P. Hunt. 344 pp. Macmillan, Toronto, 1917.

An interesting Canadian book which offers "a training course in citizenship". Also gives a comparison of the forms of government of early Greece and Rome, and a summary of the development of the government of Great Britain from early days. Specially recommended.

PARLIAMENT, ITS HISTORY, CONSTITUTION AND PRACTICE, Sir Courtney Ilbert. 256 pp. (Home University Library.) Williams and Norgate, London, 1913.

A valuable little book on the development of English parliamentary government. Recommended for higher grades.

CANADIAN CIVICS, R. S. Jenkins. 178 pp. Copp Clark, Toronto, 1918.

A useful primer of Canadian civics.

CABINET FORM OF GOVERNMENT, Julia E. Johnsen. 216 pp. (The Reference Shelf, Vol. V, No. 10). H. W. Wilson Co., New York, 1928.

Contains a number of speeches and discussions on the merits and demerits of the cabinet form of government as opposed to the presidential form employed in the United States. Specially recommended.

THE MESSAGE OF THE CARILLON AND OTHER ADDRESSES, Hon. W. L. Mackenzie King. 274 pp. Macmillan, Toronto, 1927.

A series of addresses on various political and constitutional topics. Section 2, Canada and the Empire, deals particularly with constitutional matters.

COMMUNISM, Harold J. Laski. 254 pp. (Home University Library.) Williams and Norgate, London, 1927.

A brilliant exposition of communism. Recommended for higher grades.

WHAT IS SOCIALISM? James E. Le Rossignol. 259 pp. Crowell, New York, 1921.

An examination of the various theories of socialism, with particular reference to the government of Russia since 1917. Simple and readable.

ESSAYS ON GOVERNMENT, Abbott Lawrence Lowell. 229 pp. Houghton, Mifflin, Boston, 1889.

A series of essays on constitutional subjects, with a comparison of English and American forms of government. Simply and clearly written.

GREATER EUROPEAN GOVERNMENTS, Abbott Lawrence Lowell. 341 pp. Harvard University Press, Cambridge, 1925.

An authoritative study of the various governments of Europe, describing the changes brought about by the Great War. Recommended for the higher grades.

SOCIALISM, CRITICAL AND CONSTRUCTIVE, Ramsay MacDonald. 288 pp. Cassell, London, 1921.

A vigorous dissertation on the subject by the Premier of Great Britain.

HOW ENGLAND IS GOVERNED, Rt. Hon. C. F. G. Masterman. 293 pp. Illustrated. Alfred Knopf, New York, 1922.

A fascinating book on the government of England, beginning with the "making of a citizen", and concluding with the British parliament in action. Specially recommended.

EMPIRE GOVERNMENT, Manfred Nathan. 256 pp. Allen & Unwin, London, 1928.

An outline of the system of government prevailing in the British Commonwealth of Nations. Accurate and up-to-date. Recommended for the higher grades.

RIGHTS OF CITIZENSHIP: A SURVEY OF SAFEGUARDS FOR THE PEOPLE. 242 pp. Frederick Warne, London, 1912.

A series of essays by leading English publicists on constitutional subjects. The essays are stimulating and informative, and are written in a clear, simple style.

SOCIALISM, E. C. Robbins. 223 pp. (The Handbook series). H. W. Wilson Co., New York, 1915.

A handbook, giving reprints of stimulating articles discussing the pros. and cons. of socialism.

THE DAYS OF ALCIBIADES, Cyril E. Robinson. 301 pp. Illustrated. Longmans Green, New York, 1925.

An introduction to Greek history, which makes the youthful reader cry for "more".



GOVERNMENT BY ALL THE PEOPLE, Delos F. Wilcox. 324 pp. The Macmillan Co., Toronto, 1912.

A thorough, not too-technical examination of the uses of the initiative, referendum, and recall, as "instruments of democracy".

YOUR VOTE AND HOW TO USE IT, Gertrude Foster Brown.

MODERN DEMOCRACIES, James Bryce.

OUR CITIES AWAKE, Morris L. Cooke.

THE CONSTITUTION OF CANADA, W. P. M. Kennedy.

PUBLIC OPINION AND POPULAR GOVERNMENT, Abbott Lawrence Lowell.

THE NEW CONSTITUTION OF EUROPE, Harold McBain.

THE UNREFORMED SENATE, Robert McKay.

THE GOVERNMENT OF EUROPEAN CITIES, W. B. Munro.

THE GOVERNMENT OF AMERICAN CITIES, W. B. Munro.

MY GENERATION OF POLITICS AND POLITICIANS, W. L. R. Preston.

SOCIALISM, Oscar D. Skelton.

ORIGIN OF GOVERNMENT, Hugh Taylor.

**GOVERNMENT OWNERSHIP, CONTROL, AND COMPENSATION****DEBATES**

The numbers following these subjects for Debates refer to books listed later, in connection with these subjects.

*Resolved:*

1. That the aged, widows, and orphans should be cared for by the state.
2. That municipalities should provide organized sports and recreation centres for their citizens.
3. That Canada should own and operate her own railway system (or telegraph, or telephone). (2, 5)
4. That medical service, including hospitals, should be under government control and free of charge.
5. That municipalities should indemnify persons for loss or expense incurred through being quarantined.
6. That coal mines should be nationalized. (4)
7. That public ownership is beneficial to the community. (2, 5)
8. That in time of depression the city should furnish constructive work for the unemployed.
9. That voluntary charity should be discontinued and replaced by contributions from the general taxes.
10. That the sale and distribution of milk (or bread) should be a municipal monopoly. (7)
11. That every municipality should operate a public market or markets. (3)

**ORAL COMPOSITION**

1. Old Age Pensions.
2. Story of the Canadian National Railways. (1)
3. Municipal playgrounds. (2)
4. Ontario's hospitals and schools for the unfortunate (the insane, epileptics, idiots, blind, deaf, incurable). (2)
5. The Hydro-Electric System. (1)
6. Pensions.
7. The Workmen's Compensation relief. (1)
8. Government insurance. (1)
9. Forest (or fishery) preservation. (1)
10. Control in agriculture (weeds, seed, injurious insects, and pests).
11. Dairy and herd inspection. (7)
12. Traffic regulations.
13. Penitentiaries, reformatories, prisons, and jails.

14. Northwest Mounted Police.
15. Geologic surveys.
16. Governmental development of New Ontario.
17. Sir Adam Beck.
18. A day in a playground.
19. A fish hatchery.
20. A day in a forest fire-control aeroplane.
21. A veterinary inspector's work on a farm, (or a dairy, or an abattoir).
22. A "speed-cop" relates his experiences.

### BOOKS

1. ANNALS OF THE AMERICAN ACADEMY OF POLITICAL SCIENCE. 319 pp. American Academy of Political and Social Science, Philadelphia, 1923.
2. AMERICAN CITY GOVERNMENT, Charles Beard. 420 pp. Century Co. New York, 1912.
3. RETAIL PUBLIC MARKETS, G. V. Branch. 22 pp. Government Printing Offices, Washington, 1915.
4. NATIONALIZATION OF THE MINES, Frank Hodges. 170 pp. Leonard Parsons, London, 1920.
5. GOVERNMENT OWNERSHIP, Julia Johnsen. 382 pp. H. W. Wilson Co. New York, 1923.
6. THE DANGERS OF MUNICIPAL OWNERSHIP, R. P. Porter. 356 pp. Century Co., New York, 1907.
7. THE COMMON SENSE OF THE MILK QUESTION, John Spargo. 200 pp. The Macmillan Co., 1910.
8. CIVICS AND HEALTH, W. H. Allen.
9. HYDRO-ELECTRIC DEVELOPMENT IN ONTARIO, E. B. Biggar.
10. THE NEW CITY GOVERNMENT, (by commission), H. Bruère.
11. THE LIMITS OF GOVERNMENT CONTROL, Huntley Carter.
12. OUR CITIES AWAKE, M. L. Cooke.
13. MUNICIPAL PROBLEMS, F. J. Goodnow.
14. MUNICIPAL GOVERNMENT, F. J. Goodnow.
15. CITY GOVERNMENT IN THE UNITED STATES, F. J. Goodnow.
16. WHERE AND WHY PUBLIC OWNERSHIP HAS FAILED, Y. Guyot.
17. CANADA AND THE GRAND TRUNK, H. A. Lovett.
18. THE MODERN MILK PROBLEM IN SANITATION, S. S. MacNutt.
19. ECONOMICS AND AGRICULTURE, S. S. MacNutt.
20. RAILWAY NATIONALIZATION AND THE FARMER, W. H. Moore.
21. RAILWAY NATIONALIZATION AND THE AVERAGE CITIZEN, W. H. Moore.
22. REGULATION AND MANAGEMENT OF PUBLIC UTILITIES, C. S. Morgan.
23. THE PEOPLE'S THEATRE, Romain Rolland.
24. COAL IN INTERNATIONAL TRADE, A. J. Sargent.
25. MUNICIPAL OWNERSHIP, C. D. Thompson.



26. PUBLIC OWNERSHIP, (whole question), C. D. Thompson.
27. HISTORY OF AUSTRALIA, NEW ZEALAND, AND ADJACENT ISLANDS. (Pensions and Compensation), R. Thompson.

*Pamphlets in Reference Library, Toronto :*

- SHOULD CANADIAN CITIES ADOPT COMMISSION GOVERNMENT, Wm. B. Munroe. (Published by Queen's University)
- Ontario Hydro-Electric Company Issues Pamphlets.
- Toronto Bureau of Municipal Research Issues Pamphlets on All Municipal Problems.

*Magazine Articles:*

- GOVERNMENT OWNERSHIP OF TELEPHONES IN THE WEST. Canadian Magazine. 31:487.
- PSYCHOLOGY OF PUBLIC HEALTH EDUCATION. The American Journal of Public Health. May, 1927. 17:458-9.
- ATHLETIC FACILITIES TO MEET MODERN NEEDS IN TOWNS AND CITIES. The American City. May, 1926. 34:529-36.
- COUNTRY ADVANTAGES FOR CITY DWELLERS. The American City. May, 1926. 34:523-7.
- TOWN HALL HEALTH. The American Journal of Public Health. Oct. 1926. 16:987-92.
- NO CITY CAN EVADE THE RESPONSIBILITY. (Playgrounds). The American City. Oct. 1925. 33:364-5.
- ARE YOU BEHIND THE MOVEMENT FOR ADEQUATE PLAYGROUNDS? The American City. Nov. 1924. 31:481-2.
- SAFETY PLAYGROUNDS IN RESIDENTIAL BLOCKS. The American City. Nov. 1925. 33:542-3.

## HISTORICAL QUESTIONS

## DEBATES

The numbers following these subjects for Debates refer to books listed later, in connection with these subjects.

*Resolved:*

1. That La Salle accomplished more than La Vérendrye in the exploration of America.
- ② That the work of Lord Durham for the better government of Canada was more important than that of Lord Elgin.
3. That the sixteenth century was a more important period in English history than the nineteenth century.
4. That the Industrial Revolution has made easier and happier the life of the labouring classes in Great Britain. (3, 6, 15)
5. That Wellington was an abler general than Napoleon.
6. That the eighteenth century witnessed greater human progress than the nineteenth century. (4, 5, 16)
7. That the civilization of to-day in Western Europe and America is better than that of one hundred years ago in the same regions. (4, 5, 15)
8. That Aristides was a greater statesman than Themistocles.
9. That the training of youths at Sparta was better than the training at Athens.
10. That Alexander was a greater general than Hannibal.
11. That Hannibal was a greater soldier than Caesar.
17. That Sir Wilfred Laurier did more for Canada than Sir John Macdonald.
13. That Cromwell was not justified in executing Charles I.
14. That the American Colonies were not justified in revolting from Great Britain.
- ①5 That Disraeli was a greater man than Gladstone.
16. That the pioneers of the Prairie Provinces had fewer hardships to contend with than the early pioneers of Ontario. (6, 7, 8, 9, 10, 11, 12, 13, 15)
17. That the pioneer women of Ontario contributed more to the development of the province than the pioneer men. (7, 8, 9, 12, 13, 15)
18. That the results of Arctic and Antarctic Exploration have not justified the risks incurred thereby.
19. That the Anglo-Saxons have done more for civilization than the Greeks.
20. That the Battle of Marathon was of more importance than Waterloo.
21. That the civilization of to-day is better than that of one hundred years ago.
22. That civilized man is happier than the barbarian.

23. That Greece exerted a greater influence than Rome in the development of civilization.
24. That Japan is a greater nation than Russia.
25. That life to-day is more enjoyable than in the eighteenth century.
26. That Pericles accomplished more for peace than Epaminondas.
27. That Queen Victoria was a better sovereign than Queen Elizabeth.
28. That the Norman Conquest was a blessing to England.
29. The despotic governments have been strong and beneficial.

### ORAL COMPOSITION

1. An account of the explorations of one of the following men: Marco Polo, Columbus, Drake, La Salle, La Vérendrye, Sir Alexander MacKenzie, Samuel Hearne, Sir John Franklin, Scott, Amundsen.
2. An account of the career of one of the following statesmen: Pericles, the Younger Pitt, Gladstone, Disraeli, Sir John Macdonald, Sir Wilfrid Laurier.
3. An account of the work of one of the following women: Florence Nightingale, Elizabeth Fry, Laura Secord, Frances Willard.
4. An account of the work of one of the following reformers: John Howland, Lord Shaftesbury.
5. An account of one of the following battles: Marathon, Crécy, Poitiers, Waterloo, Queenston Heights, Lundy's Lane.
6. An account of the career of one of the following rulers: Alexander the Great, Napoleon, Alfred the Great, Queen Elizabeth, Cromwell, Queen Victoria.
7. An account of one of the following phases of pioneer life in Canada:
  - (1) The difficulties and hardships of the pioneers of Ontario. (8, 9, 10, 13, 14, 17)
  - (2) Hunting in pioneer days. (8, 9, 10, 13, 14, 17)
  - (3) Farming in pioneer days. (8, 9, 10, 13, 14, 17)
  - (4) Early schools and schoolmasters. (8, 9, 10, 13, 14, 17)
  - (5) The social life of the pioneers. (8, 9, 10, 13, 14, 17)
  - (6) The country store. (14, 17)
  - (7) A visit to Edmonton or Victoria about 1865. (12)
  - (8) Hunting for buffalo. (12)
  - (9) The customs of the Western Indians. (12)
  - (10) The trials of an early missionary to the Indians. (12)
  - (11) The Selkirk Settlers. (11)



## BOOKS

1. POLAR EXPLORATION, Wm. S. Bruce. 256 pp. Williams & Norgate, (Home Univ. Library).  
Facts and problems of polar exploration, not accounts of particular explorations.
  2. ADDRESSES. Canadian Club, Toronto.  
Vol. XI., 1913-14.
  3. INDUSTRIAL AND SOCIAL HISTORY OF ENGLAND, E. P. Cheyney. 386 pp.  
Revised edition. Macmillan, 1921.
  4. ENGLISH SOCIAL LIFE IN THE EIGHTEENTH CENTURY, M. D. George. 125 pp. The Sheldon Press, London, 1923.  
Consists entirely of extracts from contemporary sources.
  5. LONDON LIFE IN THE EIGHTEENTH CENTURY, M. D. George. 452 pp. Kegan Paul, London, 1925.
  6. THE INDUSTRIAL HISTORY OF ENGLAND, H. deB. Gibbons. 240 pp. 17 edition. Methuen, 1911.
  7. WOMEN OF THE RED RIVER, W. J. Healy. 261 pp. Russell Lang, 1923.
  8. COUNTRY LIFE IN CANADA FIFTY YEARS AGO, Canniff Haight. 363 pp. Hunter-Rose Co., Toronto, 1885.  
A simple account of life in Canada about 1830. Illustrated.
  9. PIONEER LIFE AMONG THE LOYALISTS OF UPPER CANADA, W. S. Herrington. 107 pp. The Macmillan Co., 1915.
  10. EARLY DAYS IN UPPER CANADA, W. A. Langton. 310 pp. The Macmillan Co., 1926.  
A very interesting series of letters written by John Langton between 1833 and 1856.
  11. THE SELKIRK SETTLERS IN REAL LIFE, R. G. Macbeth. 119 pp. Briggs, 1897.  
Trials, social life, and accomplishments of the pioneers of the Red River Settlements.
  12. PATHFINDING ON PLAIN AND PRAIRIE, John McDougall. 277 pp. Briggs, 1898.
  13. ROUGHING IT IN THE BUSH, Susanna Moodie. 569 pp. McClelland & Stewart, 1923.
  14. THE PIONEERS OF OLD ONTARIO, W. L. Smith. 343 pp. (Makers of Canada Series), Morang, 1923.
  15. A SHORT HISTORY OF SOCIAL LIFE IN ENGLAND, M. B. Synge. 407 pp. Hodder, 1908.  
A readable social history, from earliest times to 1906.
  16. OUR PREHISTORIC FORERUNNERS, C. E. Villiamy. 214 pp. Dodd, Mead, 1925.  
A short yet comprehensive treatment largely concerned with the human interest of the subject.
  17. SPINNING WHEELS AND HOMESPUN, Helen E. Williams. 314 pp. McClelland & Stewart, 1923.  
Descriptive sketches of pioneer and later days in eastern Ontario.
- COLUMBUS, Marius André.
- SOCIETY AND POLITICS IN ANCIENT ROME, F. F. Abbott.
- THE COMMON PEOPLE OF ANCIENT ROME, F. F. Abbott.
- SIR FRANCIS DRAKE, E. F. Benson.
- ANCIENT TIMES: A HISTORY OF THE EARLY WORLD, J. H. Breasted.
- A HISTORY OF THE WORLD, Oscar Browning.
- JAPAN. (Nations of To-day Series), John Buchan.
- OUR FORERUNNERS, M. C. Burkitt, (1923).
- THE TALE OF THE HEMISPHERE, F. G. Carpenter.

CHINA, F. G. Carpenter.

THINGS JAPANESE, B. H. Chamberlain.

FOUNDATIONS OF THE 19TH CENTURY, H. S. Chamberlain.

THE DECLINE OF MAN, S. A. Coblenz.

IS CIVILIZATION A DISEASE? S. Coit.

ANCIENT GREECE, H. B. Cotterill.

THE MEDIEVAL VILLAGE, G. G. Coulton.

THE GREEK VIEW OF LIFE, J. L. Dickinson.

AN ESSAY ON THE CIVILIZATION OF INDIA, CHINA, AND JAPAN,  
J. L. Dickinson.

OLD VILLAGE LIFE, P. H. Ditchfield.

RED DUSK AND THE MORROW (RUSSIA), Sir Paul Dukes.

COLUMBIA, P. J. Eder.

THE CUSTOMS OF MANKIND, Lillian Eichler.

PERU, C. R. Enock.

THE DEVELOPMENT OF THE UNITED STATES, M. Farrand.

A HISTORY OF THE UNITED STATES, J. Fiske.

ROAMING THROUGH THE WEST INDIES, H. A. Franck.

TRAMPING THROUGH MEXICO, H. A. Franck.

WORLD HISTORY, 1815-1920, Edward Fueter.

THE CIVILIZATION OF CHINA, H. A. Giles.

MY DISILLUSIONMENT IN RUSSIA, Emma Goldman.

ENGLISH TRAVELLERS OF THE RENAISSANCE, C. Howard.

THE AWAKENING OF ASIA, H. M. Hyndman.

BOLSHEVIST RUSSIA, Anton Karlgren, 1926.

THE LIFE OF JAMES COOK, Arthur Kitson.

URUGUAY, W. H. Koebel.

IN THE DAYS OF THE GUILDS, L. Lamprey.

THE PEOPLE IN ADVENTURE, Stanley Leathes.

THE PEOPLE ON ITS TRIAL, Stanley Leathes.

"WE", Colonel C. Lindbergh.

JAPAN AND THE JAPANESE, J. H. Longford.

HAPPY INDIA, Arnold Lupton, 1922.

RUSSIA IN 1926, R. F. McWilliams.

WHAT HAVE THE GREEKS DONE FOR MODERN CIVILIZATION? J. P. Mahaffy.

DOMESDAY BOOK AND BEYOND, F. W. Maitland.

A BRIEF STORY OF THE WORLD, H. B. Niven.

ENGLAND BEFORE THE NORMAN CONQUEST, Sir C. W. C. Oman.

OUR DEBT TO GREECE AND ROME, E. B. Osborn.

CENTRAL AMERICA AND ITS PROBLEMS, Frederick Palmer.

A BRIEF HISTORY OF THE UNITED STATES, F. L. Paxson.

- THE AGE OF DISCOVERY. (Marco Polo to Henry Hudson), R. Power, 1927.
- HISTORY AND CONQUEST OF MEXICO, W. H. Prescott.
- CONQUEST OF PERU, W. H. Prescott.
- EVERYDAY THINGS IN ENGLAND, C. H. B. and M. Quennell.
- EVERYDAY LIFE IN THE OLD STONE AGE, C. H. B. and M. Quennell.
- EVERYDAY LIFE IN THE NEW STONE, BRONZE, AND EARLY IRON AGES.  
C. H. B. and M. Quennell.
- THE ENGLISH VOYAGES OF THE SIXTEENTH CENTURY, Sir Walter Raleigh.
- THE TWO AMERICAS, Gen. Rafael Reyes.
- THE DAYS OF ALKIBIADES, C. E. Robinson.
- CONTINENTAL EUROPE, 1270-1598, Chalfant Robinson.
- THE WEST INDIES AND THE SPANISH MAIN, James Rodway.
- ENGLISH INDUSTRIES OF THE MIDDLE AGES, L. F. Salzman.
- A SHORT HISTORY OF AUSTRALIA, Ernest Scott.
- CENTRAL AND SOUTH AMERICA, W. R. Shepherd.
- GLIMPSES OF SOUTH AMERICA, F. A. Sherwood.
- MODERN MAN AND HIS FORERUNNERS, H. C. F. Spurrell.
- THE GLORY THAT WAS GREECE, J. C. Stobart.
- A DAUGHTER OF THE SAMURAI, E. J. Sugimoto.
- HISTORY OF AUSTRALIA, NEW ZEALAND, AND ADJACENT ISLANDS, Robert  
Thomson.
- PERU: A LAND OF CONTRASTS, Millicent Todd.
- EUROPE SINCE 1870, E. R. Turner.
- EUROPE, 1789-1920, E. R. Turner.
- THE GOLDEN BOOK OF DUTCH NAVIGATORS, H. W. Van Loon.
- THE BOOK OF THE WEST INDIES, H. A. Verill.
- WHY CHINA SEES RED, P. Weale.
- AN OUTLINE OF HISTORY, H. G. Wells.
- RUSSIA OF THE RUSSIANS, H. W. Williams.
- EGYPT. (1927), George Young.



**IMMIGRATION****DEBATES***Resolved:*

1. That Canada's immigration policy is too restricted.
2. That the restrictions Canada has placed on Asiatic immigration are too severe.
3. That increased immigration into Canada would increase our unemployment.
4. That the quota system of restricting immigration should be adopted in Canada.
5. That the provinces should have a greater voice in immigration questions than they have at present.
6. That all British subjects, irrespective of race, should be allowed to enter Canada on the same terms.
7. That Canada should expend money on settlement schemes rather than in attracting immigrants.
8. That immigration should be in the hands of commercial organizations with Government supervision, instead of being directly under the Federal Government.
9. That Canada's immigration policy should be framed to attract the pioneer type of settler, irrespective of nationality.
10. That quality rather than quantity should be the aim of Canada's immigration policy.
11. That Asiatic immigrants should be accorded the same treatment as is extended to immigrants from European nations.
12. That Canada should encourage immigration from Europe.
13. That Canada should maintain a very restricted type of immigration.
14. That assisted immigration is undesirable.
15. That settlement of immigrants in national groups is a danger to Canada.
16. That the encouragement of rapid settlement of Canada's vacant lands is a wrong policy.

**BOOKS**

EMPIRE CLUB SPEECHES, 1923, (pp. 83-102). Maccomb Press, Toronto, 1923.

An interesting discussion by Rabbi Brickner on some of Canada's most serious immigration problems.

A CANADIAN MOSAIC, Kate A. Foster. 150 pp. Dominion Council, Y. W. C. A., Toronto, 1926.

A useful little book, giving valuable information concerning the distribution of foreign races in Canada, with a description of the work of the numerous organizations assisting in the task of the Canadianization of these immigrants.

A HISTORY OF EMIGRATION FROM THE UNITED KINGDOM TO NORTH AMERICA, 1763-1912, Stanley C. Johnson. 387 pp. George Routledge, London, 1913.

A detailed history of British emigration—valuable for its contribution to the social history of Canada. More suitable for fifth form students than for the lower grades.

IMMIGRATION AND THE FUTURE, Frances Kellor. 276 pp. George Doran, New York, 1920.

A fairly broad discussion of immigration problems since the Great War. Written from the American point of view, but most of the arguments adduced may be applied to Canada as well.

EMPIRE SETTLEMENT, Sir John A. R. Marriott. 134 pp. Oxford University Press, London, 1927.

A readable little book, discussing the "problem of overseas settlement, which is that of a redistribution of the white population of the Empire in the best interests of the whole British commonwealth".

SELECTED ARTICLES ON IMMIGRATION (The Handbook Series), Edith M. Phelps (ed.). 370 pp. H. W. Wilson Company, New York, 1920.

An excellent handbook containing pithy articles from periodicals dealing with practically every phase of immigration.

A STUDY IN CANADIAN IMMIGRATION, W. G. Smith. 406 pp. Ryerson Press, 1920.

The standard book on Canadian immigration, thorough, accurate, and readable. Recommended for all grades.

STRANGERS WITHIN OUR GATES, James S. Woodsworth. 356 pp. with illustrations. Methodist Book Room, 1909.

An interesting study of the various nationalities which are represented in Canada, and of the efforts that are being made to assimilate these foreigners.

HANDBOOK FOR LITERARY AND DEBATING SOCIETIES, Lawrence Gibson.

THE HIGH SCHOOL DEBATE BOOK, E. C. Robins.

ANNALS OF THE AMERICAN ACADEMY OF POLITICAL SCIENCE.

Social and economic conditions in Canada.

RACES AND IMMIGRANTS IN AMERICA, J. R. Commons.

POPULATION PROBLEMS IN THE UNITED STATES AND CANADA, L. I. Dublin.

THE DAWN OF NEW PATRIOTISM, John R. Hunt.

HANDBOOK OF CANADA (1926), British Association for the Advancement of Science.

CANADIAN CIVICS, R. S. Jenkins.

A HISTORY OF EMIGRATION FROM THE UNITED KINGDOM TO NORTH AMERICA, Stanley Johnson.

EUROPEAN BANKRUPTCY AND EMIGRATION, Kelmer Key.

LABOUR IN THE CHANGING WORLD, R. M. McIver.

STANDING ROOM ONLY, E. A. Ross.

THE IMMIGRANT TIDE, Edward Steiner.

THE TIDE OF IMMIGRATION, Frank J. Warne.

### ORAL COMPOSITION

1. The arrival of the immigrant.
2. The work of the Canadian Pacific Railway in promoting immigration.
3. The first settlers in Ontario.
4. The men of Kildonan.
5. The stranger within our gates.
6. An early attempt at colonization.
7. The Company of One Hundred Associates.
8. A settler in the Peace River district.

9. An English boy's experience on a farm in Northern Ontario.
10. Canadianization—what it means, and how best to achieve it.
11. The Frontier College.
12. Making life easier for the settler.
13. "We take up the task eternal and the burden and the lesson. O pioneers! O pioneers!"—Whitman.
14. Hats off to the Backwoodswoman—Canadian heroine.
15. What is wrong with Canada's immigration policy?
16. Some recent experiments in promoting immigration in Canada.
17. "But there is neither East nor West,  
Border nor breed nor birth,  
When two strong men stand face to face  
Though they come from the ends of the earth."—Kipling.
18. Diversity of races makes a nation vigorous and self-reliant.

### BOOKS

THE IMMIGRANT AND THE COMMUNITY, Grace Abbott. 303 pp. Century, New York, 1917.

A sympathetic account of the immigrant's problems in his efforts to adjust himself to a strange country. The book deals entirely with the American immigrant, but many of the conditions described are applicable to Canada.

THE PROMISED LAND, Mary Antin. 373 pp., illustrated. Houghton Mifflin, Boston, 1925.

The remarkable story of a Jewess who emigrated to America. Specially recommended.

THEY WHO KNOCK AT OUR GATES, Mary Antin. Houghton, Mifflin, Boston, 1914.

An idealistic discussion of immigration by a former immigrant, with an interpretation of the immigrant's point of view.

THE CHILDREN OF THE NATIONS, Poultney Bigelow. 365 pp. Heinemann, London, 1901.

The history of colonization from the fifteenth to the twentieth century, with a discussion of the problems of modern colonization, told in a vivid, simple style.

FROM IMMIGRANT TO INVENTOR, Michael Idvorsky Pupin. Scribner's Sons, New York, 1923.

A story of a Serbian boy who became a great inventor. Simply and vividly told. Interesting to students of immigration and science.

THE BACKWOODSWOMAN, Isabel Skelton. 257 pp., illustrated with drawings by Charles Jefferys. Ryerson Press, Toronto, 1924.

A chronicle of Pioneer Home Life in Upper and Lower Canada. Specially recommended.

MEN OF KILDONAN, John Herries McCulloch. George Doran, 1926.

An historical novel which gives a graphic picture of the struggles of the Selkirk settlers in the West.



## INDUSTRIAL PROBLEMS

## DEBATES

The numbers following these subjects for Debates refer to books listed later, in connection with the subjects.

*Resolved:*

1. That in every class of industry a minimum wage should be established by law. (5, 22)
2. That the closed shop in industry is in the best interests of the state and of those engaged in industry. (1, 3, 15, 16, 19)
3. That all workers should be protected by accident insurance to be paid for by the industries concerned. (1, 5, 7, 22)
4. That there should be a state system of insurance against unemployment, towards the cost of which all workers would be forced to contribute. (16, 19)
5. That the state system of old-age pensions is in the best interests of the nation.
6. That all primary industries, such as farming, should be owned and controlled by the state. (23, 31, 32)
7. That all railways should be owned and controlled by the state. (17)
8. That all mines should be owned and controlled by the state. (17)
9. That in every large city the street-car system should be owned and controlled by the municipality. (18, 29)
10. That Canada offers greater industrial opportunities than the United States. (2, 7, 9, 34, 35)
11. That industrial trusts and mergers are, on the whole, beneficial to investors, employees, and the nation.
12. That prisoners should be paid for their labour.
13. That radio broadcasting should be a state monopoly.
14. That the Canadian farmer is of greater importance to our country than the Canadian manufacturer.
15. That New Ontario, for farmers, is superior to Western Canada.
16. That Canada's future commercial greatness depends on the products of her farms rather than on those of her mines.
17. That arbitration boards with compulsory powers should be established to settle disputes. (1, 5, 20, 24)
18. That co-operation has done more for the world than competition.
19. That labour organizations promote the interests of the community. (1, 3, 15, 20, 24)
20. That organized labour is a greater danger to the state than organized capital. (1, 4, 13, 15, 20, 24)
21. That population concentrated in the cities is detrimental to the best interests of the people.

22. That strikes and the lockout are justifiable weapons in labour disputes. (1, 12, 13, 15, 20, 24)
23. That the unemployed should be provided with work by the municipality in which they live. (19)
24. That the use of labour-saving machinery has not on the whole been in the interests of the labouring classes. (1, 5, 24)
25. That wealth should be equally divided among the people of a nation.
26. That Canada possesses greater natural resources than any other American country. (2, 7, 9, 34, 35)

### ORAL COMPOSITION

1. The nature and work of the mediaeval guilds. (10, 14, 30)
2. The effects of the Industrial Revolution on working and living conditions in England. (10, 14, 30)
3. The organization of labour in Canada. (7, 27)
4. The organization of labour in Great Britain. (22, 26)
5. The International Labour Organization. (7, 8, 28, 33)
6. Old-Age Pensions in Canada.
7. Minimum Wage Laws in Canada. (7, 21)
8. Workmen's Compensation laws in Canada. (7, 21)
9. The Aims of the Labour Party in Great Britain. (24, 32, 36)
10. The cause of labour unrest. (5, 12, 20, 24, 36)
11. The aims and organizations of trade unions. (5, 10, 15, 24, 26, 37)
12. The adjustment of labour disputes. (5, 11, 12, 20, 36)
13. Women in industry. (5)
14. The good side of private enterprise. (4)
15. The closed shop. (3)
16. Profit sharing. (6, 11, 13)
17. Causes and cure of unemployment. (11, 15, 17, 19, 20)
18. The waste of the present industrial system. (20, 24)
19. The arms of socialism. (23, 24, 31, 32, 36)
20. How peace can be secured between capital and labour. (5, 11, 20, 36)
21. Mother's Pensions. (21, 25)
22. The importance of regular saving. (4)
23. How I made £1000 in a week. (4)
24. Choosing a career. (4)
25. Company promoting and other business secrets. (4)
26. The Agricultural Revolution, 1700-1750. (10, 14)

## BOOKS

1. **LABOUR PROBLEMS**, Adams and Sumner. 579 pp. The Macmillan Co., 1919.  
An excellent text-book dealing with a great variety of problems.
2. **ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE: SOCIAL AND ECONOMIC CONDITIONS IN THE DOMINION OF CANADA**. Vol. CVII, May, 1923, 319 pp. Academy of Political and Social Sciences. Phil., 1923.  
This volume consists of 42 short articles dealing with population, resources, education, transportation, finance, foreign trade, and social experiments and problems of Canada.
3. **THE CLOSED SHOP**, Lamar T. Beman. 280 pp. H. W. Wilson Co., 1921 (Handbook Series.)  
Contains briefs, bibliography, and numerous articles.
4. **THE CONFESSIONS OF A CAPITALIST**, Ernest J. P. Benn. 287 pp. Hutchinson, London, 1925.  
An interesting Autobiography which is turned into an apology for the present system of individual enterprise.
5. **PROBLEMS OF LABOUR**, Daniel Bloomfield. 436 pp. H. W. Wilson Co., 1920.  
A bibliography and a selection of articles on varied labour problems.
6. **PROFIT SHARING, ITS PRINCIPLES AND PRACTICE**, A. W. Burritt. 328 pp. Harper, New York, 1920.  
Deals with all phases of the subject.
7. **THE CANADA YEAR BOOK**. Compiled by the Dominion Bureau of Statistics, and published annually by the King's Printer, Ottawa.
8. **CANADIAN CLUB, TORONTO, ADDRESSES**, Vol. XXIV, 1926-7.
9. **CANADIAN PROGRESS, 1927**. 336 pp. Associated Canadian Industries, Montreal, 1927.  
A survey of conditions in Canada, and of Canadian progress from 1867 to date.
10. **INDUSTRIAL AND SOCIAL HISTORY OF ENGLAND**, E. P. Cheyney. 386 pp., revised edition. The Macmillan Co., 1921.
11. **COMMON SENSE AND LABOUR**, Samuel Crowther. 284 pp. Doubleday, Doran, 1920.  
A popular study of labour unrest. It advocates co-operation as a cure.
12. **WHY MEN STRIKE**, Samuel Crowther. 232 pp. Doubleday, Doran, 1920.  
The author advocates thrift, and a proper chance for the labouring man to become an investor.
13. **LIFE AND LABOUR IN THE NINETEENTH CENTURY**, C. R. Fay. 319 pp. Cambridge Univ. Press, 1920.  
A general treatise on life and labour during the period.
14. **THE INDUSTRIAL HISTORY OF ENGLAND**, H. deB. Gibbons. 240 pp. Methuen, 17th edition, 1911.
15. **LABOUR AND THE COMMON WELFARE**, Samuel Gompers. 306 pp. Dutton, 1919.  
A general treatise on industrial problems from the standpoint of the American trade unionist.
16. **SOCIAL INSURANCE**, Selected Article on, Julia E. Johnsen. (Handbook Series), LXIV, 381 pp. H. W. Wilson Co., 1922.  
A series of articles and a bibliography.
17. **SELECTED ARTICLES ON GOVERNMENT OWNERSHIP OF COAL MINES**, Julia E. Johnsen. (Handbook Series) LV., 392 pp. H. W. Wilson Co., 1923.
18. **SELECTED ARTICLES ON MUNICIPAL OWNERSHIP**, Julia E. Johnsen. 334 pp. (Debater's Handbook Series). H. W. Wilson Co., 1918.



19. SELECTED ARTICLES ON UNEMPLOYMENT, Julia E. Johnsen. (Debator's Handbook Series), 309 pp. H. W. Wilson Co., 1921.  
This volume contains debating briefs, a long bibliography, and numerous articles.
20. INDUSTRY AND HUMANITY, Hon. W. L. M. King. 567 pp. Thomas Allen (Houghton Mifflin Co.) 1918.  
A general treatise on the social side of our industrial system.
21. LABOUR LEGISLATION IN CANADA. With annual supplements compiled by the Dominion Department of Labour. King's Printer, Ottawa.
22. THE LABOUR YEAR BOOK. Labour Publications Department, London England. It explains how labour is organized in Great Britain, and discusses many problems from the labour viewpoint.
23. SOCIALISM, CRITICAL AND CONSTRUCTIVE, J. Ramsay Macdonald. 288 pp. Cassell, 1921.  
A general treatise.
24. LABOUR IN THE CHANGING WORLD, R. M. McIver. 230 pp. Dutton (Dent), 1919.  
A general treatise on the ideas, position, and organization of labour.
25. THE MOTHERS' ALLOWANCES COMMISSION OF ONTARIO ANNUAL REPORT. King's Printer, Toronto.
26. LABOUR ORGANIZATION, George O'Brien. 182 pp. Methuen, 1921.  
A succinct account of the organization of labour and of the history of labour organizations.
27. ORGANIZATION OF LABOUR IN CANADA. Price 50c. Published annually by the Department of Labour, Ottawa.
28. THE INTERNATIONAL LABOUR ORGANIZATION, Paul Perigord. 399 pp. Appleton, 1926.  
A history of the organization and activities of the International Labour Organization of the League of Nations.
29. THE DANGERS OF MUNICIPAL OWNERSHIP, Robert P. Potter. 356 pp. Century Co., New York, 1907.
30. EVERYDAY THINGS IN ENGLAND, M. and C. H. B. Quennell. 2 Vols.—204 and 214 pp., 1066-1499, 1500-1799. B. T. Botsford, London, 1919.
31. SOCIALISM, A CRITICAL ANALYSIS, O. D. Skelton. 329 pp. Houghton Mifflin Co., 1911.
32. LABOUR AND THE NEW WORLD, Philip Snowden. 316 pp. Cassell, 1921.  
A statement of the attitude of the British Labour Party toward the major problems of the day.
33. LABOUR AS AN INTERNATIONAL PROBLEM, (Ed.) Solans. 345 pp. The Macmillan Co., 1920.  
A series of essays on the International Labour Organization and on international problems of labour.
34. THE STATESMAN'S YEAR BOOK (Annual). The Macmillan Co.—about 1500 pp.
35. STATISTICAL ABSTRACT OF THE UNITED STATES. Government Printing Office, Washington. Price \$1.00.
36. WHERE LABOUR RULES, J. H. Thomas. 204 pp. W. Collins & Sons, London, 1920.  
An explanation of the views and aims of the Labour Party in Great Britain.
37. TRADES AND LABOUR CONGRESS OF CANADA, ANNUAL REPORTS.  
IF I WERE A LABOUR LEADER, E. J. P. Benn. (General strike—England.)  
UNEMPLOYMENT, W. Beveridge.  
SHORT HISTORY OF THE WORKING CLASS MOVEMENT, G. H. Cole.  
CURRENT SOCIAL AND INDUSTRIAL FORCES, Lionel D. Edie.  
IN THE DAYS OF THE GUILDS, L. Lamprey.  
MODERN INDUSTRIALISM, Frank L. McVey.  
ELEMENTS OF ECONOMICS OF INDUSTRY, A. Marshall.  
LABOUR ORGANIZATIONS, G. O'Brien.  
THE RIDDLE OF UNEMPLOYMENT AND ITS SOLUTION, C. E. Pell.  
INDUSTRIAL HISTORY OF MODERN ENGLAND, G. H. Perris.

HISTORY OF EVERYDAY THINGS, C. H. B. and M. Quennell.

FABIAN ESSAYS ON SOCIALISM, (Ed.), G. Bernard Shaw.

PRINCIPLES OF ECONOMICS, F. W. Taussig.

HISTORY OF ENGLAND, G. M. Trevelyan.

CO-PARTNERSHIP AND PROFIT-SHARING, Aneurin Williams.

ECONOMIC HISTORY OF ENGLAND, 1066-1874, C. M. Waters.

The following is a list of official documents dealing with industrial Problems. These may be consulted at the Reference Library, Toronto.

*Official documents:*

Report of the Ontario Commission on Unemployment, 1916.

Minority Report of the (British) Royal Commission on the Poor Laws, 1909.

Report of the United States Immigration Commission, 1911.

Labour Organization in Canada, 1926.

Labour Legislation in Canada, 1926.

Annual Reports of the Department of Immigration.

Canada Year Book.

Official Year Book of the Commonwealth of Australia.

Proceedings of the Trades and Labour Congress of Canada, 1927.

*Studies and Reports of the International Labour Office, Geneva:*

1. Wage changes in various countries, 1914-25.
2. Migration movements in 1920-24.
3. Compensation for occupational diseases.
4. Compensation for industrial accidents.
5. Workmen's compensation in the United States.
6. Stabilization of employment in the United States.
7. General problems of social insurance.
8. Unemployment insurance.
9. Sickness allowance.
10. Family allowances.

*Periodicals:*

The Monthly Employment Situation (Ottawa).

The Labour Gazette (Ottawa).

The Monthly Labour Review (Washington).

The American Labour Legislation Review.

The International Labour Review.

**LEAGUE OF NATIONS****DEBATES***Resolved:*

1. That the League of Nations is a success.
2. That Canadians should do all in their power to support and maintain the League of Nations.
3. That France can exert greater influence for world peace through regional arrangements such as the Locarno Pacts than through world associations such as the League of Nations.
4. That the solution to the problem of world peace is economic rather than political.
5. That disarmament is possible in the present stage of the world's development.
6. That world security is a sounder political idea than disarmament.
7. That all nations should trust to arbitration in the settlement of disputes.
8. That the League of Nations has contributed more to world advancement from the educational and medical points of view than from the industrial.
9. That the United States has materially hindered the progress of world peace by refusing to join the League of Nations.

**ORAL COMPOSITION**

1. Canada's place in the League of Nations.
2. Early attempts at establishing a League of Nations.
3. The practical difficulties of disarmament.
4. The practical working of the League of Nations.
5. The Hard Road to Peace.
6. What the League of Nations has accomplished.
7. Has the United States outgrown the Monroe Doctrine?
8. "What do they know of England who only England know?"
9. "That man's the best cosmopolite who loves his native country best."
10. A Quaker looks at War.
11. Freedom of the Seas.
12. Can man abolish war?
13. Education, the most powerful enemy of force.
14. What the League of Nations has accomplished in promoting health.
15. Education and the League of Nations.



## BOOKS

A HANDBOOK TO THE LEAGUE OF NATIONS, Sir Geoffrey Butler. Second edition containing 239 pp. Longmans, Green, London, 1925.

An invaluable book, giving the history of the League of Nations since its beginning; an account of the machinery of the League, and an excellent bibliography. Specially recommended.

TOWARDS A LASTING SETTLEMENT, Charles Roden Buxton (ed.). 216 pp. Allen and Unwin, London, 1915.

This book contains a selection of brief, readable essays by several leaders of public opinion in England. Some of the subjects are—The Basis of Permanent Peace, War and the Woman's Movement, The Organization of Peace, etc.

PEACE IN OUR TIME, Sir Austen Chamberlain. 308 pp. Philip Allan, London, 1928.

A reprint of addresses delivered throughout England on various aspects of the League of Nations. Stimulating and easy to read.

WAR, ITS NATURE, CAUSE, AND CURE, G. Lowes Dickinson.

THE CHOICE BEFORE US, G. Lowes Dickinson. 274 pp. Allen & Unwin, London, 1917.

One of the most thoughtful and sane books on the subject. Recommended especially for students of the higher forms.

THE COMMONWEAL, Right Hon. Herbert Fisher. 296 pp. Oxford Press, London, 1927.

A reprint of a series of lectures on political subjects. Chapters 9, 10, and 11 deal with International relations. Suitable for higher forms only.

LEAGUE OF NATIONS, Julia Johnsen (comp.). 121 pp. (Reference shelf, V. 2, No. 3). H. W. Wilson, New York, 1924.

Selected articles reprinted from books and magazines on various aspects of the League of Nations.

PEACE OR WAR? J. M. Kenworthy. 338 pp. Boni & Liveright, New York, 1927.

A stimulating book on the causes of war, and suggestions for achieving permanent peace, with an introduction by H. G. Wells in clear simple style.

SELECTED ARTICLES ON A LEAGUE OF NATIONS (Handbook Series), Edith M. Phelps. 318 pp. H. W. Wilson, New York, 1919.

A handbook containing reprints of numerous articles and addresses on the League of Nations, and a copy of the text of the constitution. Specially recommended.

SELECTED ARTICLES ON DISARMAMENT, Mary Katharine Ruby. 320 pp. (The Handbook series). H. W. Wilson, New York, 1921.

A handbook containing a number of articles from current periodicals dealing with all phases of the problem of disarmament.

THE THIRD BRITISH EMPIRE, Alfred Zimmeron. Oxford University Press, London, 1926.

Reprints of a series of a course of lectures delivered at Columbia University. Lecture II deals with the British Empire and the League of Nations. Simply and clearly presented.

INTERNATIONAL RELATIONS, James Bryce.

THE INTERNATIONAL LABOUR ORGANIZATION, Paul Perigord.

GENEVA INSTITUTE OF INTERNATIONAL PEACE. Problems of Peace.

DISARMAMENT, Mary Katherine Ruby.

INTERNATIONAL GOVERNMENT, Leonard S. Woolf.

WHERE FREEDOM FALTERS, Leonard S. Woolf.

Publications of the League of Nations Union (may be obtained at League of Nations Union, London).

A number of useful pamphlets, brief and readable, on various aspects of the League. Some of the pamphlets specially recommended are:

- No. 34. The Covenant Explained, with Introduction by Professor Gilbert Murray.
- No. 118. The Blue-eyed Infant—current misconception about the League.
- No. 72. League of Nations and the Schools, by Dr. Maxwell Garnett.
- No. 74. The First Fruits of the League.
- No. 140. Speech on Reparations, by Professor Gilbert Murray.
- No. 153. Four Years of Work of the International Labour Organization.
- No. 155. Human Welfare and the League.
- No. 161. The League of Nations. What it is and what it does.
- No. 167. The Covenant and the Protocol, by Sir Frederick Pollock.
- No. 170. Lord Grey of Falloden on the Geneva Protocol.
- No. 168. The Origin and Functions of the League, by J. R. M. Butler.
- No. 75. Reconstruction since the War: a Survey of Four Years' Work by the League of Nations, 1920-23, by Maurice Fanshawe.

**TARIFF AND TAXATION****DEBATES**

The numbers following these subjects for Debates refer to books listed later, in connection with these subjects.

*Resolved:*

1. That direct taxation is more advantageous than indirect. (6)
2. That free trade should be established between Canada and the United States. (3, 5)
3. That the growth of large fortunes should be checked by means of a national progressive income and inheritance tax. (6)
4. That protection is essential to commercial prosperity. (4, 5)
5. That single tax should be adopted in Canada. (2, 7)
6. That Church property should be required to pay taxes.
7. That income taxes should be levied by the municipality alone (or the Dominion government alone). (1)
8. That income taxes should be abolished. (1)
9. That the various dominions of the British Empire should have free trade with each other. (5)

**ORAL COMPOSITION**

1. The Sales tax (or amusement, gasoline, inheritance). (1)
2. Single Tax. (2, 7)
3. Dominion, provincial, and municipal powers in taxation.
4. Church property exemptions (reasons, advantages, disadvantages).
5. In a customs office.
6. A smuggling incident or adventure.
7. When the tax bill comes.
8. Income taxation.
9. An estimate of a family's contribution annually in indirect taxes (food, clothing, shelter, amusement).
10. An assessor's experiences (or tax collector, or bailiff).
11. The preferential tariff.
12. A state-aided industry (steel, pulp).
13. Excise taxes.
14. United States fruit and vegetables in Canadian stores.
15. The National Policy of Sir John Macdonald in 1878.
16. The Reciprocity Policy of Sir Wilfrid Laurier in 1911.

**BOOKS**

1. TAXATION, L. T. Beman. 350 pp. H. W. Wilson Co., New York 1921.
2. TAXATION, C. Fillebrown. 163 pp. A. C. McClung & Co., Chicago, 1914.



3. FREE TRADE VERSUS PROTECTION, Amasa M. Eaton. 287 pp. A. C. McClung & Co., Chicago, 1913.
4. PROTECTION AND THE SOCIAL PROBLEM, Arthur J. Plenty. 244 pp. Methuen, 1926.
5. FREE TRADE, J. M. Robertson. 22 pp. Dent & Co., 1919.
6. PUBLIC FINANCE, M. E. Robinson. 169 pp. (Cambridge Economic Handbooks), Nisbett, and Cambridge University Press, 1912.
7. PRINCIPLES OF NATURAL TAXATION, C. Fillebrown. 281 pp. A. C. McClung & Co., Chicago, 1917.

ANNALS OF AMERICAN ACADEMY OF POLITICAL SCIENCE, 1924. (Social and economic conditions in Canada). Canadian Tariff.

HANDBOOK OF CANADA, 1926. British Association for the Advancement of Science.

THE TRADE, COMMERCE, AND SHIPPING OF THE EMPIRE, Sir Chas. McLeod. (The British Empire, a survey).

INTRODUCTION TO PUBLIC FINANCE. (American). Carl C. Plehm.

THE BRITISH EMPIRE, A. F. Pollard.

A SELF-SUPPORTING EMPIRE, Edward Saunders.

FABIAN ESSAYS IN SOCIALISM, G. B. Shaw (ed.). (The triumph of free trade).

FREE TRADE, THE TARIFF, AND RECIPROCITY, F. W. Taussig.

PRINCIPLES OF ECONOMICS, F. W. Taussig.

**WAR AND PEACE****DEBATES**

1. That aircraft is of more value in war than are submarines.
2. That Canada should give as much financial support to the British navy as does Australia.
3. That the Canadian Parliament should decide whether Canada is to go to War.
4. That Great Britain should maintain a standing army with universal conscription.
5. That military training should be compulsory in all public and high schools.
6. That scarcity of food is a more important factor in bringing about war than national ambition.
7. That war between civilized nations is unjustifiable.
8. That war is not truly destructive.

**BOOKS**

1. **THE CHOICE BEFORE US**, G. Lowes Dickinson. George Allen and Unwin, 1917.  
The author deals first with militarism and its menace, contrasts militarist and pacifist ideals, treats of the state as a super-personality, and discusses causes of war. In the second part of the book the theme is Internationalism and The League. A valuable book.
2. **PEACE OR WAR?** J. M. Kenworthy. Boni and Liveright, 1917.  
Imperialism and Nationalism, the codification and amplification of international law—these are the vital problems that interest the reader.
3. **THE GREAT DELUSION**. "Neon". Benn, 1927.  
A study of aircraft in war and peace.
4. **PATHS TO WORLD PEACE**, Bolton C. Waller. Unwin Brothers, 1926.  
Although the writer regards the League as the greatest single step toward world peace, he is yet critical, and makes a stimulating analysis in which he discusses problems of security and the price of peace.
5. **THE HANDBOOK SERIES**. H. W. Wilson Company, New York.
  - (1) **DISARMAMENT**—A compilation of selected articles presenting different points of view and representing different nations. Excellent debating material.
  - (2) **NATIONAL DEFENCE**—Julia E. Johnsen.  
Selected articles offering statistics and other valuable material.
6. **TO-DAY AND TO-MORROW SERIES**, E. P. Dutton.
  - (1) **CALLINICUS**, J. B. S. Haldane.  
A Defence of Chemical Warfare.
  - (2) **ICARUS, OR THE FUTURE OF SCIENCE**, Bertrand Russell.
  - (3) **LYSISTRATA, OR WOMAN AND THE FUTURE**, Anthony Ludovici.  
All very simple.

**THE GREAT ILLUSION**, Norman Angell.

**THE FRUITS OF VICTORY**, Norman Angell.

**INTERNATIONAL RELATIONS**, James Bryce.

**CANADA, ENGLAND, AND THE GREAT WAR**, L. G. Des Jardines.

**WAR, ITS NATURE, CAUSE, AND CURE**, G. Lowes Dickinson.

**PROBLEMS OF PEACE**, Geneva Institute of International Peace.

**WAR—CAUSE AND CURE**, Julia E. Johnsen.

**JANUS—THE CONQUEST OF WAR**, William McDougall.

**THEORY OF POPULATION**, Harold Wright.

**COUNTRY LIFE****DEBATES***Resolved:*

1. That the country fair should be discontinued.
2. That the crows should be exterminated.
3. That it is not worth while for a boy or girl who intends to remain on the farm to attend High School.
4. That the boy or girl brought up in the country has a better chance for advancement than the boy or girl brought up in the city.
5. That the life of the farmer is preferable to that of the city man who works on salary.
6. That modern labour-saving devices have done more to lighten the outdoor work of the farmer than to reduce the drudgery of the farmhouse.
7. That exhibitions in Ontario have done more to advance agriculture than have agricultural schools and colleges.
8. That the proximity of the United States to Canada is detrimental to the Canadian farmer.
9. That agriculture should be made a compulsory subject of study for all students in the High School.
10. That the scheme for bringing British labourers to Canada for harvesting is unjustifiable.
11. That the hired man on the farm is in a better position than the unskilled labourer in the city.
12. That Agricultural Colleges and Schools do not justify the money spent on them.
13. That the farmer of to-day is happier than the farmer of twenty-five years ago.
14. That New Ontario offers better prospects for the farmer than do the Prairie provinces.
15. That immigrants should be encouraged to settle on Canadian farms.
16. That mixed farming is more profitable than special farming in this community.
17. That Eastern Canada offers greater opportunities to the farmer than Western Canada.
18. That the country affords better opportunities for the development of the mind than does the city.
19. That light breeds of fowl, such as Leghorns and Anconas, are more profitable than heavy breeds, such as Plymouth Rocks.
20. That conditions in farming communities fifty years ago were more conducive to happiness than conditions at the present time.
21. That the city depends upon the country to a greater degree than the country depends upon the city.

22. That the farmer should purchase his goods from a local dealer rather than from a departmental store through the mail-order system.
23. That it would be a benefit to rural education if all public schools in the township (or county) were placed under the control of a single board of trustees.
24. That the drift of population from the country to the city has not thus far been a detriment to agriculture in Ontario.
25. That the country affords better opportunities for social enjoyment than the city.
26. That weeds are a greater source of loss to the farmer than are insect pests.
27. That a school garden should be established in connection with every rural school.
28. That flies are a greater source of danger and loss to the farmer than other insect pests on the farm.
29. That it would pay every owner of a hundred-acre farm to own and operate a tractor.
30. That horse power is of more use to the farmer than gasoline power.
31. That a protective tariff should be placed on fruits and vegetables entering Canada from the United States.
32. That dairy cattle are more profitable than beef cattle.
33. That a Horticultural Society should be organized in this township.



**THE PRESS****DEBATES***Resolved:*

1. That the influence of the twentieth century daily is, on the whole, beneficial to society.
2. That it would be in the interest of the public if all newspapers were independent of political parties.
3. That the newspaper exerts a greater influence in directing the political life of the nation than does the statesman.
4. That the newspaper is the most effective medium of advertising.
5. That the newspaper exerts a greater moral influence than does the school.
6. That the development of the "chain" newspaper is not in the best interest of journalism.
7. That the power of the press should be diminished.
8. That the newspaper is exerting a harmful influence on the English language and on English literature.
9. That the newspaper is a more powerful factor in education than is the public library.
10. That the pages devoted to Woman's Work are more valuable to the public than those devoted to sports.
11. That the Comic Strips in the papers are beneficial.
12. That the names of the owners of newspapers should be published in each edition of the newspaper.
13. That newspaper publicity is a deterrent of crime.
14. That advertising in newspapers is more useful than in magazines.
15. That newspapers are a greater evil than benefit.
16. That the press exerts more influence than the pulpit.
17. That the invention of printing has had greater influence on the life of mankind than has any other invention.
18. That political freedom depends more on the freedom of the press than on any other agency.

**BOOKS**

- THE PRESS AND ITS STORY**, J. D. Symon. Seeley, Service & Co., London.  
An historical review tracing the development of the modern newspaper and magazine.
- THE NEWSPAPER**, G. B. Dibblee. Henry Holt.  
Gives general information regarding newspaper work.
- THE ETHICS OF JOURNALISM**, M. A. Crawford. Knopf, New York.  
A discussion of what newspapers have the right to publish.
- JOURNALISTIC ETHICS AND WORLD AFFAIRS**. A pamphlet published by the University of Missouri, Department of Journalism.
- DEMOCRACY AND THE PRESS**, F. H. Hayward. National Labour Press, Manchester and London.  
A discussion of what is wrong with the press.

FREEDOM OF THE PRESS, S. A. Dawson. Columbia University Press, New York.

DEBATE ON CENSORSHIP OF NEWSPAPERS AND BOOKS, E. A. Boyd and J. S. Sumner. League for Public Discussion, 500 Fifth Avenue, New York.

ADVERTISING AND ITS MENTAL LAWS, Henry Foster Adams.

THE PRESS AND THE ORGANIZATION OF SOCIETY, Norman Angell.

THE FREE PRESS, Hilaire Belloc.

BALLY-HO, Silas Bent.

CANADIAN ANNUAL REVIEW.

Condenses progress of the press during the year.

THE FIRST ADVERTISING BOOK, Paul Terry Cherington

PRINCIPLES OF PRACTICAL PUBLICITY, De Weese.

MAKING A NEWSPAPER, J. La P. Given.

ADVERTISING, Mahin.

MATSON'S REFERENCES.

PRESS AND THE COMMUNICATIONS OF THE EMPIRE, John S. Mills. (The British Empire, a survey).

STENTOR, OR, THE PRESS OF TO-DAY AND TO-MORROW, David Ockham.

### *Magazines:*

ATLANTIC MONTHLY, 98:573, 33:170.

OUTLOOK, 67:618, 105:203.

CENTURY, 103:315.

NINETEENTH CENTURY, 50-1043.

### *Debate Books:*

HANDBOOK FOR LITERARY AND DEBATING SOCIETIES, L. Gibson.

### *Year Books:*

THE ADVERTISING YEAR BOOK.

## LOWER SCHOOL SUBJECTS

### *Resolved:*

1. That Rugby is a better all-round game than soccer (or baseball).
2. That it is of advantage to a boy or a girl to be brought up in the country rather than in the city.
3. That motor-buses are of greater service to a town or city than are street-cars.
4. That travel in Canada and the United States is more desirable than travel in Europe.
5. That a walking tour is preferable to a trip by automobile.
6. That life in an apartment is preferable to life in a separate residence.
7. That the possession of an automobile does not contribute to the happiness of the owner.
8. That plants are more useful to mankind than are animals.
9. That all boys should be taught Household Science.

10. That a boat trip presents greater possibilities of enjoyment than an automobile trip.
11. That the canoe is a greater source of pleasure than the motor-boat.
12. That horse-racing should be prohibited.
13. That the trained nurse is of greater service to the community than is the doctor.
14. That gasoline is of greater value to mankind than is electricity.
15. That fire has caused greater destruction to life and property than has water.
16. That iron is more useful to mankind than is wood.
17. That Canada offers greater advantages to the immigrant settler than does the United States.
18. That the torrid zone has contributed more to the civilization and happiness of mankind than has the temperate zone.
19. That invention has done more for mankind than has discovery.
20. That a boy has a better time than a girl.
21. That greater reforms have been brought about by peaceful agitation than by bloodshed.
22. That a child of six years has more pleasures than a boy or girl of sixteen.
23. That newspapers have more influence on men's actions than have books.
24. That public speakers have done more for mankind than have writers.
25. That the farmer has greater opportunities for happiness than has the business man in the city.
26. That the poor man with genius can do more for the happiness of his fellowmen than can the wealthy man without genius.
27. That the telephone is more useful to mankind than is the telegraph (including wireless).
28. That the country school gives greater opportunities for the boy or girl to enjoy life than does the city school.
29. That written examinations should be discontinued.
30. That reading is more profitable to the individual than is travel.
31. That poetry has done more for the world than has prose.
32. That Gladstone did more for the cause of freedom than did Lincoln.
33. That the miser does a greater injury to society and to himself than does the spendthrift.
34. That in the promotion of trade, competition is a more valuable factor than is co-operation.
35. That the growth of departmental stores is a disadvantage rather than an advantage to the province at large.
36. That the city is a better place for a college than the country.

37. That two thousand dollars is better than a university education.
38. That it is of advantage to all men to learn the art of boxing.
39. That the invention of gunpowder has on the whole brought greater misery than happiness to mankind.
40. That the Puritan ideal of life was more commendable than that of the Cavalier.
41. That it would be advisable for every boy to learn a trade before leaving school.
42. That it is desirable that the university should discontinue granting degrees to its graduates.
43. That crime is due rather to wealth than to poverty.
44. That the poet is a greater benefactor of humanity than is the legislator.
45. That the verdict of three-fourths of a jury should be sufficient to acquit or to convict.
46. That compulsory voting would be in the public interest.
47. That solitude contributes more to the welfare of the individual than does society.
48. That all domestic animals should be subject to taxation (dogs, cats, birds, etc.).
49. That the bonusing of industries should be prohibited by law.
50. That public ownership of all telegraph and telephone systems is desirable.
51. That musical ability is preferable to the power of oratory.
52. That all mining properties should be owned and operated by the Government.
53. That training in the gymnasium is of more value to the student than a place on a hockey (or basket-ball, or football) team.
54. That the formation of Trades Unions is in the public interest.
55. That it would be in the best interest of society if all men and women doing similar work were paid the same wages.
56. That a classical education is of more value to the individual than is an education in science.
57. That the boycott is a legitimate means of securing concessions from employers.
58. That a university education is not advisable for those who do not intend to enter a profession or engage in a scientific career.
59. That military training for boys should be made compulsory in all schools.
60. That a property qualification should be required as an essential to the right of suffrage.
61. That the state should supply free text-books to all pupils in the High and Public Schools.



62. That a lawyer is justified in defending a prisoner whom he knows to be guilty.
63. That the evils incident to the party system of government are greater than its benefits.
64. That Tag Days are not justifiable.
65. That Police Officers should be employees of the Province and not of the town or city.
66. That steam is of greater value to mankind than electricity.
67. That a course in a business college is of more value to a girl than a course in domestic science.
68. That the Senate should be abolished.
69. That the clothing of both sexes should be standardized.
70. That the sale and distribution of milk in towns and cities should be undertaken by the municipal authorities for the benefit of the public.
71. That the diet of human beings should not include meat.
72. That Public and High School education should be supported by a tax levied on the Province as a whole.
73. That the reading of magazines and newspapers is of more value than the reading of books.
74. That the single tax system is preferable to our present system of taxation.
75. That capital punishment should be abolished.
76. That it is better for a girl to engage in domestic service than to work in a factory or an office.
77. That the Italians are more desirable as immigrants than the Chinese.
78. That home work should not be given to boys and girls in Public Schools.
79. That the advancement of a country depends more upon its natural resources than upon its people.
80. That it would be in the public interest if a daylight-saving bill were passed in Canada.
81. That corporal punishment is never justifiable.
- X 82. That trial by judge is preferable to trial by jury.
- X 83. That the Public Library should be kept open on Sundays.
84. That the introduction of phonetic spelling would be to the advantage of the Anglo-Saxon peoples.
85. That is is preferable to be short rather than tall. (Humorous)
86. That the inventor has done more to promote human happiness than has the legislator.
87. That the Asiatic should be excluded from Canada.
88. That the steam-engine has done more for the development of Canada than has the printing press.

89. That the pioneer woman contributed more to the welfare of the home and the community than does the modern woman.
90. That the system of proportional representation should be adopted for Provincial and Dominion elections.
91. That all theatres and moving-picture exhibitions should be controlled and operated by the government.
92. That the world has been growing better during the past hundred years.
- y 93. That Canadian banks should be owned and operated by the Government.
94. That in the past hundred years war has done more good than harm.
95. That Italy has contributed more to the progress of mankind than has Greece.
96. That the use of labour-saving machinery has on the whole not been in the interest of the labouring classes.
97. That beauty contests should be prohibited.
- x 98. That it is not advisable to have a speed limit for motorists.
99. That organized labour is a greater danger to the state than organized capital.
100. That non-stop oceanic flights should be prohibited.
101. That moving pictures are exerting a beneficial influence on the public.
102. That the lower animals have reasoning powers.
103. That professionalism in sport is beneficial.

#### ORAL COMPOSITION

1. Showing the Garden.
2. In Praise of an Apple.
3. What's in a Name?
4. Black Sheep.
5. "Swank."
6. Visiting Grandpa.
7. Faces.
8. Sunday Morning.
9. Colour in Men's Dress.
10. Mannerisms and Tricks of Speech.
11. What the Drums Say.
12. The Bagpipes.
13. A March Wind.
14. Getting Acquainted.
15. The Piper.
16. At the Soda Fountain.
17. Indian Summer.

18. What We Ask of Education.
19. The Penalties of Popularity.
20. Changing Fashions.
21. Marks of a Gentleman.
22. Standardization in Education. Advantages and Evils of.
23. The Power of Personality.
24. My Faith in the Future of Canada.
25. The Share of Father and Son in Home-Making.
26. Comradeship: What My Friends Have Meant to Me.
27. Music by Radio.
28. Why We Read Biography.
29. Autumn Woods.
30. The Art of Being Lazy.
31. Ghosts I Should Like to Meet.
32. Sunday: A Holiday or a Holy Day?
33. With the Country Doctor on His Rounds.
34. True and False Ideals of Honour.
35. Who is My Neighbour?
36. Mottoes on Christmas Cards.
37. The Rights of Pedestrians in the City Streets.
38. The Fascination of the Forbidden.
39. "Anything can happen, anything at all, with faith and a moat and a castle wall."
40. Standards of Sanitation in Ontario.
41. A School Paper: Why it should be and what it should be.
42. When the Hepatica Blooms.
43. Seeing a Hero.
44. The Growth of "Aeroplane Literature."
45. Why be a Vegetarian?
46. Popular Songs.
47. "Progress ought to be built on principle."
48. The Labour Party in England.
49. The Immigration Policy of Canada.
50. What Makes a Good Play.
51. What it Means to be a Good Citizen.
52. Some Advantages of Being Good-Natured.
53. What Our School Owes to Us and What We Owe to Our School.
54. Present Day Problems.











